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Handbook for Scoutmasters

A Manual of Leadership

BOY SCOUTS OF AMERICA



*SECOND HANDBOOK
EIGHTH IMPRINT*

Published under the supervision of the Editorial Board
Representing the National Council

OF THE

BOY SCOUTS OF AMERICA

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One of
Ten Million Boys
in the
United States
to
Whose Welfare
This Book
is
Dedicated

Copyright 1925
Boy Scouts of America

PRESENTATION NOTE

To Scoutmasters and others interested in Boys:—

As a personal "Good Turn" to you in your work and in honor of the Fifteenth Birthday of the Boy Scout Movement, the Editorial Board presents this eighth imprint of the second Handbook for Scoutmasters.

In its mechanical execution this book represents a step forward. Careful organization and arrangement have made its wealth of mobilized experience very clear to the eye.

The general quality of the book is conciseness. Its style and treatment are untechnical.

It is the belief of the Editorial Board that the "Alternative Methods" plan of bringing together successful experience from all over the country is an important feature of this book—indeed it seems to justify its wider use as a means of pooling ideas for Boy Welfare.

The Editorial Board herewith records its appreciation of the leadership of Dr. H. W. Hurt in planning, assembling, editing and writing. This book, like the original edition of the Handbook for Boys and all other literature prepared for the Boy Scout Movement, is the result of much correspondence and many conferences. Every effort has been made to give to those actually engaged in Scouting an opportunity to contribute in the most democratic fashion. As far as possible, all suggestions have been incorporated. The members of the Headquarters Staff have given much time in conference and in going over the manuscript and proofs.

The book should prove valuable both to the novice and the more experienced Scoutmaster. We present it herewith as a capacious box of tools for work with boys.

(Signed)

WILLIAM D. MURRAY
FRANK PRESBREY
DR. HENRY VAN DYKE

(Editorial Board)



A BOY SCOUT COUNCIL FIRE RING

HANDBOOK FOR SCOUTMASTERS

A Manual of Leadership

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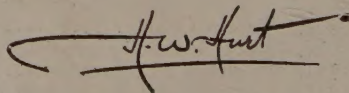
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FOREWORD

The man who works with boys is dealing with one of the most fluid and changeable and difficult problems in the world — boy nature. Boy behavior tends to avoid the beaten path of our experience, of our theory and oft of our hope. He who works with boys therefore must needs be resourceful — he must have initiative. The method of this book calls for the exercise of such qualities and provides considerable material and plans for that purpose.

This book must grow from year to year. Constant gathering in of successful methods will make such growth possible. Scoutmasters therefore who have methods not here included, or other suggestions, are urged to briefly outline them and forward them to the National Headquarters addressed to The Scoutmaster's Handbook. The Editor is deeply indebted to hundreds of Scoutmasters and Executives who have contributed their ideas; to the Chief Scout Executive and the members of his staff, and to the Editorial Board for their valuable criticism and advice. Mr. Atwood Townsend, himself Eagle Scout, Scoutmaster, Ambulance Driver in France, most ably contributed and cooperated throughout as Assistant Editor.

Where possible credit has been given in the text to those who sent in certain materials. On behalf of Boyhood everywhere, all these multiple indebtednesses are appreciatively acknowledged.

A handwritten signature in dark ink, appearing to read "H. W. Hunt". The signature is stylized with a large, sweeping initial "H" and a long horizontal line extending to the right.

Editor.

PART I

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WANTED

A black and white illustration of a man in a military uniform, wearing a campaign hat and a jacket with buttons, blowing a long trumpet. He is standing on a rocky or uneven ground. The illustration is done in a sketchy, etched style.

GOD GIVE US MEN
A TIME LIKE THIS
DEMANDS
STRONG MINDS, GREAT
HEARTS, TRUE FAITH
AND READY HANDS.
MEN WHOM THE LUST
OF OFFICE DOES NOT
KILL;
MEN WHOM THE SPOILS
OF OFFICE CANNOT BUY;
MEN WHO POSSESS
OPINIONS AND A WILL;
MEN WHO HAVE HONOR;
MEN WHO WILL NOT
LIE.

J. G. Holland

— Courtesy of Delaware and Montgomery Co. Council.

CHAPTER I

SCOUTING — A NATIONAL SERVICE

Scouts from Coast to Coast



EVERY DOT A SCOUT TOWN

SCOUTING

with its outdoor craft and life, its cooperation and service, its lofty code of personal and civic honor,
NEEDS MEN!

A waiting line of thousands upon thousands of boys wanting to become Scouts stands waiting for MEN for Scoutmasters.

REAL, live men — red blooded and righthearthed men — BIG men — are summoned to this national service of the leadership of the Nation's boys, — tomorrow's men.

Scouting is America's accepted program for boy development. Scout troops dot every corner of the country. More than a half a million scouts from Maine to California are daily doing "good turns." Posted but a few feet apart they would stretch a living chain across the continent from Atlantic to Pacific.

2 Scouting — A National Service

Marching in close formation up the streets of any of our cities, they would require four days and nights to pass in review. Back of all these thousands of youth pledged to the Scout Oath and Law, stands the Scoutmaster. He is the "key-man." His is a "key-job" — big, delightful, vital. Modern life presents to men no more worthy task than the leadership of boys. It challenges and demands the **best** any man has in him. Indeed only the **best** men can lead boys. They demand 100% leadership.

Scouting, however, presents a proved way to do it. Being a Scoutmaster has come to be known as a badge of quality — an earmark of real manhood.

Scouting Throughout the World



COUNTRIES IN BLACK HAVE SCOUTS

Scouting a World Program

But Scouting is not bounded by America. The new Scoutmaster or Scout is joining a program which has already belted the globe.

Fifty-seven countries representing an aggregate population of 1,540,000,000 or 91% of the population of the world, have adopted the scout program.

The Scout Oath is solemnly taken in almost every tongue. Honest, earnest Scout hearts beat beneath white and yellow and red and black skins alike. Such ideals are a potent international force



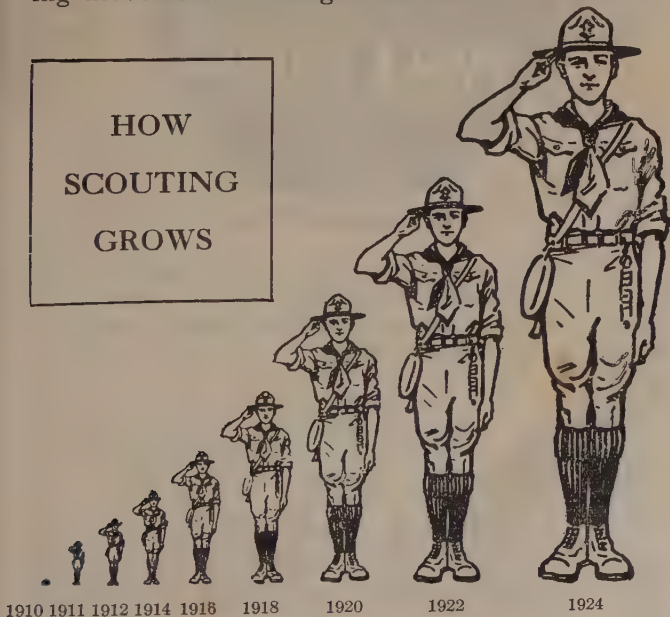
TAKING THE "OATH" IN THE MORO TONGUE

making for friendship and good will for the next generation.

Growth

The new Scoutmaster has become part of a growing movement. Though initiated but in 1910 the

HOW SCOUTING GROWS

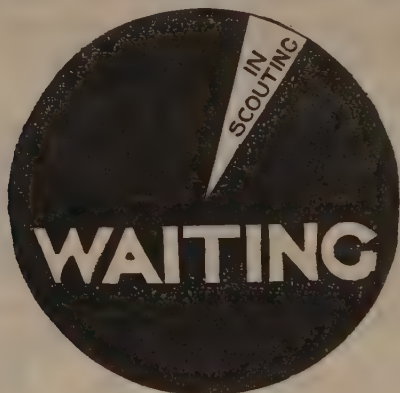


1910 1911 1912 1914 1918 1918 1920 1922 1924

movement today embraces over a half-million Scouts and officials with nearly 40,000 Scoutmasters and Assistant Scoutmasters.

Yet with all of this growth, with the official adoption by Protestant and Catholic Churches as official programs, with Unions and Clubs and Organizations on all sides hastening to adopt its program, the Movement has only begun.

Literally thousands of boys, 12 years and older, stand in a waiting line to enter Scouting.



THE UNFINISHED TASK

Eight million boys in the United States have not yet had a chance to become Scouts. And why? Largely because enough big men have not stepped forward to be Scoutmasters.

Why Boys Need Scouting

Scouting, therefore, summons men for Scoutmasters into a needed national service to the boy:

The outstanding boy needs are:

1. Vigorous physical life.
2. Leadership in the years whence crime and religion alike recruit their largest numbers.
3. Purposefully filled leisure which will grip the boy's interest.

4. Useful play activities as one phase of boy expressional life.

5. Outdoor craft to counter the drift of modern city life.

6. Interest enrichment for rural life.

7. Mental growth, information, service thru pleasurable activities.

8. Direction of the gang tendencies into socially productive channels.

9. Habit formation that shall be spontaneously moral and social.

10. Democratic and socializing influences which cut squarely across all levels of society.

11. Arousing thought beyond the immediate (the blind alley job often) toward his place in life.

The Scoutmaster can help meet these needs.

But scouting summons the Scoutmaster to something other than a service which society needs. It calls him to an inevitable enrichment of his own life.

Why Scoutmasters Need Scouting

Leadership of Scouts brings many "by-products" to the Scoutmaster:

1. His own youth is renewed thru his association with youth—the real fountain of youth sought by Ponce de Leon.

2. The outdoor life reacts constructively on his own health.

3. The "outdoor-crafts" become his own knowledge. He, too, comes to "be prepared."

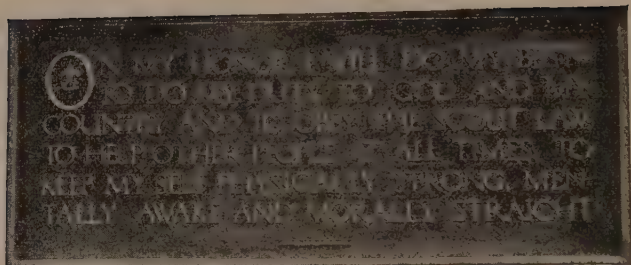
4. The Scout Oath and Law clarify his own ideals. He, too, does "good turns."

5. It multiplies his influence in the lives of the troop—his loyal friends and staunch supporters.

6. It discovers to the Scoutmaster his own hidden qualities of leadership, making of him a better "human engineer" in his business.

7. Scouting provides the rare joy of tangible evidence and consciousness of results—results too, that are built into human life.

The Scout Oath



The Scout Law

1. **A SCOUT IS TRUSTWORTHY.** A scout's honor is to be trusted. If he were to violate his honor by telling a lie, or by cheating, or by not doing exactly a given task, when trusted on his honor, he may be directed to hand over his scout badge.
2. **A SCOUT IS LOYAL.** He is loyal to all to whom loyalty is due; his scout leader, his home, and parents and country.
3. **A SCOUT IS HELPFUL.** He must be prepared at any time to save life, help injured persons and share the home duties. He must do at least one good turn for somebody every day.
4. **A SCOUT IS FRIENDLY.** He is a friend to all and a brother to every other scout.
5. **A SCOUT IS COURTEOUS.** He is polite to all, especially to women, children, old people, and the weak and helpless. He must not take pay for being helpful or courteous.
6. **A SCOUT IS KIND.** He is a friend to animals. He will not kill nor hurt any living creature needlessly, but will strive to save and protect all harmless life.
7. **A SCOUT IS OBEDIENT.** He obeys his parents, scoutmaster, patrol leader, and all other duly constituted authorities.
8. **A SCOUT IS CHEERFUL.** He smiles whenever he can. His obedience to orders is prompt and cheery. He never shirks nor grumbles at hardships.
9. **A SCOUT IS THRIFTY.** He does not wantonly destroy property. He works faithfully, wastes nothing, and makes the best use of his opportunities. He saves his money so that he may pay his own way, be generous to those in need, and helpful to worthy objects. He may work for pay but must not receive tips for courtesies or good turns.
10. **A SCOUT IS BRAVE.** He has the courage to face danger in spite of fear and to stand up for the right against the coaxings of friends or the jeers or threats of enemies, and defeat does not down him.
11. **A SCOUT IS CLEAN.** He keeps clean in body and thought, stands for clean speech, clean sport, clean habits, and travels with a clean crowd.
12. **A SCOUT IS REVERENT.** He is reverent toward God. He is faithful in his religious duties, and respects the convictions of others in matters of custom and religion.

The Scout Motto

"BE PREPARED"

CHAPTER II

A BIRD'S-EYE VIEW OF SCOUTING

The Spirit of Scouting

The Scout Oath and Law reveal the spirit of Scouting. The Scout is expected and trained to “Be Prepared” and daily to do “Good Turns.”

Scouting is a Companionship — a way of living. It values **deeds** above **words**. It builds character through habit and citizenship through service. It develops cooperation through cooperating. It learns through doing. Its outdoor craft enhealthens, deepens, and enriches boy life. “Scouting is a process of making real men out of real boys, by a real program” — an interest-gripping, growth-producing, character-building program of activities. Scout activities are of great worth in themselves as well as in their by-products of habits and attitudes.

“Scouting is non-sectarian, though its ideals are in accord with those of the modern church and it is based upon a pledged allegiance to the service of God, and the brotherhood of man.”



THE KANSAS CITY (MO.) SCOUT CAMP IN THE OZARKS

It builds better boys through influences and ideals which operate from **within** the "gang." The pressure from **within** the troop tends to keep the Scout "**physically strong, mentally awake, and morally straight.**"

As Dean James E. Russell, of Teachers College, Columbia University, says of Scouting:

"The naturalist may praise it for success in putting the boy close to nature's heart; the moralist, for its splendid code of ethics; the hygienist, for its methods of physical training; the parent, for its ability to keep his boy out of mischief; but from the standpoint of the educator, it has marvelous potency for converting the restless, irresponsible, self-centered boy into the straightforward, dependable, helpful young citizen. To the boy who will give himself to it, there is plenty of work that looks like play, standards of excellence which he can appreciate, rules of conduct which he must obey, positions of responsibility which he may occupy as soon as he qualifies himself—in a word, a program that appeals to a boy's instincts, and a method adapted to a boy's nature."

Scouting is no new institution entering a community, it is a method, a **proved** way offered to organizations already existing in the community.

Its Scoutmasters primarily are to help organize and give sympathetic direction to boy activities and interests.

Scouting is voluntary, yet purposeful activity on the part of the boys. The Scoutmaster is their friend, advisor, helper, companion, and director.

The Materials and Methods of Scouting

A. The materials of Scouting are:

1. Boy Nature.
2. The unknown or unexplored world about him, with its

Woodcraft

Fieldcraft

Watercraft

Skycraft

Campcraft

Healthcraft

and with its larger lifecrafts of character, of service and right living.

B. The method of Scouting is to **naturally** bring these two together, — the boy and the worldcrafts:

1. Under conditions of pleasure and interest to the boy, recognizing the law that learning aided by interest is more rapid and more permanent.

2. Under conditions which provide chances for **expression**, for doing things and learning through direction of that **doing**.

3. Under conditions which build character and citizenship habits which are consciously developed thru exercise.

4. Under conditions of association and cooperation which make for democracy.

5. Where possible under out-of-door conditions which build for health.



SEATTLE, WASHINGTON, SCOUTS ON A "HIKE"

The Scoutmaster

The Scoutmaster is the keyman in the whole Scouting program. His ideals, his inspiration, his help in directing Scout Activities, his companionship — without these there could be no Scouting.

However the Scoutmaster must keep in mind that Scouting is done by the boys. The real job of the Scoutmaster is to secure **self-activity** on the part of his boys.

His, it is to keep clearly in mind this general principle of Scouting Activities: AS FEW AS POSSIBLE AS ON-LOOKERS—AS MANY AS POSSIBLE AS PARTICIPANTS.

The Scoutmaster is to be an organizer, mobilizing in the community those men expert in certain phases of lifecraft so that their adult contribution may be passed on to the Boy Scout. If under Local Council he will have help in this.

The Scoutmaster plans, suggests, encourages and aids. No other business brings such tremendous dividends with so small a percentage of the man's time invested. The outcomes are eternal.

To help boys into high ideals and good citizenship is a great privilege. To help 20 or 30 boys form habits of being trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean and reverent is to make a contribution of inestimable worth to life.



A MAN'S JOB

The Scoutmaster (a citizen of the United States, 21 years of age of good moral character and proved interest in boys) is, like the Scout Commissioner, a volunteer worker.

He must however, upon recommendation of his Troop Committee, be commissioned by the National Council, to which body he must look for the annual renewal of his commission. He is directly responsible to his Troop Committee and through them to the Local Council if such there be.

Under their general supervision the Scoutmaster selects his assistants and secures the cooperation of local experts.

He also keeps in touch with the parents of his boys.

He also is the immediate administrative and executive head of his troop, though one of his chief tasks is to encourage "directed-boy-responsibility" for all possible details of troop activity.

He executes the scout program by means of properly planned and conducted troop meetings, hikes, camps, and other activities.



Bridging The Dangerous Years

He attends all troop meetings, indoor and outdoor, whenever possible. If unable to be present he delegates his authority to an adult assistant or Troop Committeeman.

He confers with his Troop Committee on all serious problems of troop administration.

He is responsible for the prompt registration and re-registration of his troop.

What Should a Scoutmaster Know?

What he should **be** is more vital than what he should **know**! He must be a real man—red-blooded and righthhearted. He must believe in boys and in Scouting. He must be ready to give them companionship as his “bit” for the next generation. He must be interested in boys and have a working understanding of them. He must be a growing man himself, making good in some field of life.

It is not a requirement that a beginning Scoutmaster should know the whole of the Scouting crafts. If he be the right kind of a man, he will grow with his troop in the mastery of outdoor craft. Mere expert information can generally be found in the men of the community;—but leadership,—a fine sense of honor and high ideals mixed generously with companionable qualities are basic requisites. However, the earlier and the more extensive his mastery of the outdoor crafts—the firmer will be the Scoutmaster's grip on his boys.

Upon the Scoutmaster, however, rests the responsibility for the **spirit** of scouting. His spirit will make or break a troop. This spirit of scouting is contagious. From Scoutmaster to Scout and then from boy to boy throughout the troop.

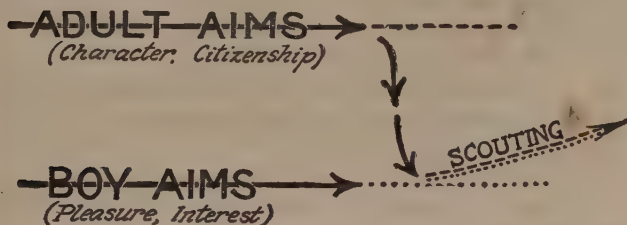
The Scoutmaster must undergo “sizing up” by his boys. They are inexorable judges. They instinctively see beneath the surface. No sounding brass or tinkling cymbal, no “veneer,” but sooner or later the boys “see through” it. But if the Scouts see real Scout ideals in the Scoutmaster, if they get the ring of sincerity in his words and deeds,

if they recognize him as a true Master Scout, his influence for good with them may be practically without limit.

Adult Aims and Boy Aims in Scouting.

A Scoutmaster should frankly recognize that the adult aims of citizenship and character are vitally different from the boy aims of pleasure and interest.

ADULT AIMS DIFFER FROM BOY AIMS



ADULT AIMS CAN BE REALIZED ONLY THRU BOY INTERESTS

Only can the adult hope to effect his aims as he does so through the boy's interests. The "train" of the adult program must "run" on the "tracks" of the boy's interests pulled by the boy's enthusiasm. Character and citizenship then may be expected as by-products of what the boy does and thinks under leadership and association. To get an ideal or an idea "into" a boy, one must have his attention. The boy must think it and do it, not merely hear it.

The program of Scouting is essentially sound in this regard, as it develops the boy through companionship and leadership in activities which interest and appeal to him.

Any Scoutmaster departing from this Scout principle of the boy's interests as a starting point, may properly expect difficulty.

Scout Discipline and Standards

I. **Discipline as Coercion.** The need for such discipline follows from

1. An antagonism of interests, a difference of opinion,

2. The imposing of one upon another.

Scouting not only specifically seeks to avoid the crises of coercive discipline but indeed offers a proved way to avoid them. The old, now nearly outgrown idea of boy discipline assumed an inherent conflict between boys and adults in nearly all matters and very frankly sought to beat the boy into submission to the adult idea.

A careful analysis of the need for discipline will generally reveal the following factors,—

1. An "unfilled" leisure.

2. Inadequate adult leadership, or

3. Lack of interest in the things provided to fill that leisure.

4. The desire to substitute leisure or play for work.

The elimination of these elements and that of personal misunderstanding would probably remove most of the need for coercive discipline.

Scouting pre-eminently offers a program to

1. Fill a boy's leisure

2. Under fine leadership

3. With things the boy craves and

4. Provides motives and morale which carry over into his work and other duties.

II. Scout discipline, however, as habituation, is fundamentally the Scout method of character building,—not through words, but through deeds, which become habitual.

This method represents the soundest psychology and good sense—it works. Standards of achievement in all of the Scout tests are an admirable method of habituating the Scout in exact, thorough

effort. The Scoutmaster who accepts "slip-shod" half-done work for the Scout requirements thereby is guilty of accustoming the Scout to half-way, "easy" standards which in subsequent life will mean disaster. High standards, rigidly enforced, though enforced in a spirit of mutual help, really save a boy later disappointment.

Scout discipline (in any of its meanings) is singularly effective because it operates not from above, but from within. It is through the "gang," the troop itself that standards are enforced.

Such enforcement from within is natural and almost eliminates the boy's objection to standards.

The Scout

"Upon demonstrating to the satisfaction of the scoutmaster his ability to repeat the Scout Oath and the Law in full and his thorough knowledge of their meaning, and upon passing the following tests, the boy formally subscribes to the oath and law and is registered as a tenderfoot scout, and is then entitled to wear the tenderfoot badge and the official scout uniform."

TENDERFOOT

1. Know the Scout Law, motto, sign, salute, and significance of the badge.

2. Know the composition and history of The Flag of the United States of America, and the customary forms of respect due to it.

3. Tie the following knots: square or reef, sheet-bend, bowline, fisherman's, sheep-shank, slip, clove hitch, timber hitch and two half hitches. (Article VI, Section 3, National By-Laws.)

No equipment, uniform, fees or obligations of any kind are incumbent upon the Scout, other than the yearly membership dues of fifty cents. Many troops have small weekly dues for special local things. As long as the boy is passing the Scout tests and living the Scout law he is a Scout, whether he has a uniform or not.

It will be found, however, that boys want to be uniformed and equipped. As largely as possible, the boys should purchase this equipment from their own earnings.



A TROOP OF BOY SCOUTS IN STONINGTON, CONN.

The Scout Troop

It is perfectly feasible to start a troop with the one patrol of eight boys, rather than to wait to collect a larger number before organization. These boys will be useful as patrol leaders and as aides to the scoutmaster as the troop later fills up to the full strength of thirty-two, which event should be the objective of every scoutmaster, provided he has one or more efficient assistants.

Note especially that under no circumstances can a troop have more than thirty-two active members unless special authorization is secured. It is Baden Powell's opinion and practice here in this country has proved it sound that no one man can successfully manage more than thirty-two boys, giving them the intimate leadership that Scouting requires at its best.

When a troop tends to expand, it is best to find a new Scoutmaster who will organize a second troop. In overgrown troops the Scoutmaster may easily lose the personal touch with the boys. This leads to the excessive use of military discipline and to the adoption of interest-killing class-room methods.

Recruiting should be so done as to meet loss and maintain troop strength.

Troop Officers

The troop officers are Scoutmaster, Assistant Scoutmaster, Senior Patrol Leader, Patrol Leaders and their Assistants, Bugler and Scout Scribe. For their duties, consult Handbook for Boys. Some or all of the following are often added, altho their offices are not officially recognized by the National Council:

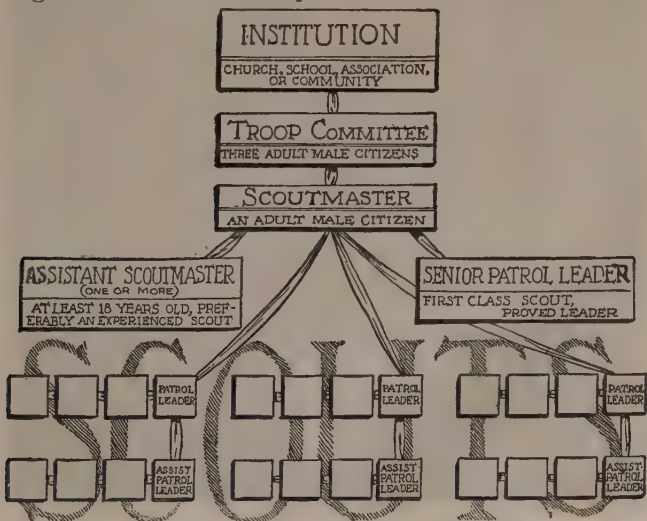
Assistant Treasurer, Librarian, Quartermaster (in charge of troop property), Scout Assistant Instructors (experienced Scouts who help the younger members), Hike Master, Drill Master, Color Bearer, Game Leader, etc.

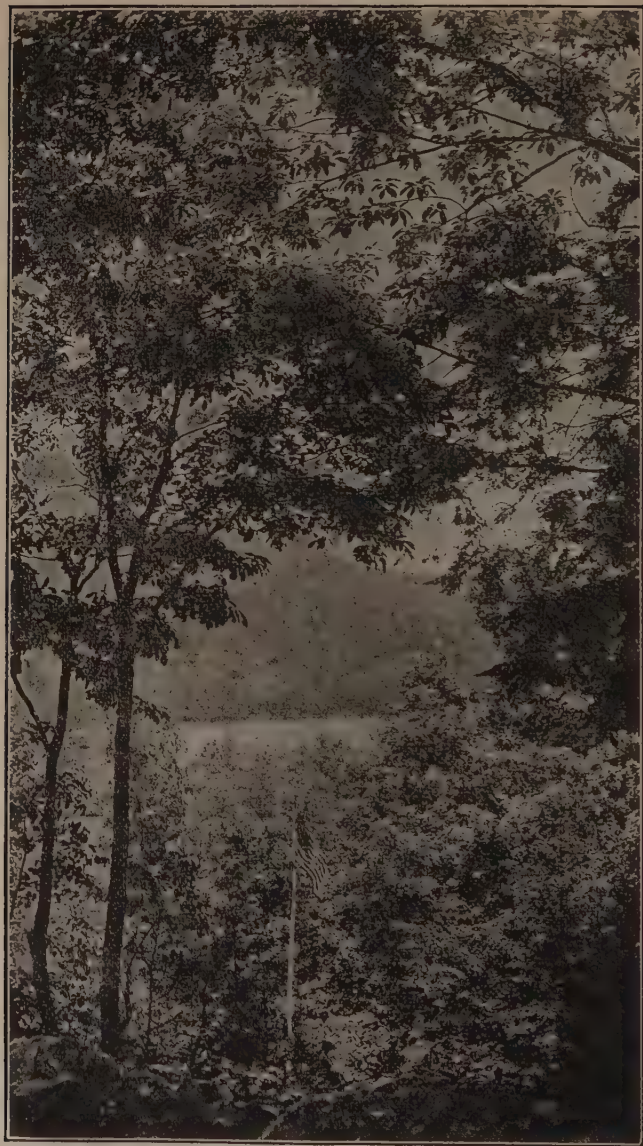
Troop Meetings

Meetings are ordinarily held at least once a week, outdoors as much as possible. It is the policy of the Boy Scout Movement that no troop hikes or camps are conducted without adult leadership.

System of Troop Organization

The following diagram represents graphically the organization of a troop:





CHAPTER III

EARLY OBJECTIVES

The original impetus in starting a troop may come from (1) an organization — church, school, boys' club, Y. M. C. A., or other local association — which selects the Scout program as its scheme of boys' work; (2) from a man who sees the opportunity of citizen-building in the Scout scheme and desires to become a Scoutmaster; or (3) from a group of boys.

The Institution

Technically, a permanent institution (a church, a settlement house, a school, a Y. M. C. A. or a business men's association) initiates the organization of a troop of Boy Scouts.

The duties of this institution are

1. To provide a meeting place and to supply needed equipment and funds.

2. To select a **Troop Committee** of three adult male citizens. This committee will be responsible to the institution and to the Boy Scout organization for the work, progress and **permanence** of the troop.

The Troop Committee will secure a suitable man as Scoutmaster and help secure Assistant Scoutmasters, experts, and other assistance for the troop. Also see pages 196 to 201.

The Scoutmaster

There have even been cases where the man who later became Scoutmaster himself took the initial steps. He was interested in boys and in the outdoor-life, saw the challenge of the Scout program and decided to "do his bit" toward moulding future citizens, by securing the support of an institution and of a troop committee which then proceeded to the formal organization of a troop.

Once selected, in whatever fashion, the Scoutmaster should first read over the Boys' Handbook and the Scoutmasters' Handbook.

It is recommended that before the first meeting the Scoutmaster prepare himself on the Tenderfoot requirements. At least he should be able to tie the required knots and to repeat the Scout Oath and Law. Later he may delegate instruction to others but, if the boys realize from the start that the Scoutmaster has something interesting to teach them, his leadership will be more effective.

The Boys

Where a group of boys make the first move to organize a troop, they must find the institution, get a troop committee, who in turn secure a Scoutmaster. After support is thus assured and the Scoutmaster trained, the troop is ready to be organized.

Getting a Troop Started

There are several ways of starting a troop.

1. The Scoutmaster selects a few boys — leaders in the group to be organized as Scouts — and gives them two or three weeks' preliminary training in the Tenderfoot requirements.

Psychological tests were used at Shamokin, Pa., by H. A. Gordon to thus select the ablest boys. The tests were printed in the American Magazine for March, 1919.

2. Often a troop will be organized around a nucleus of boys who have been Scouts in another community or in a troop which has discontinued.

3. Sometimes a boy's "gang" or other natural group of boys will be taken over bodily and organized as a Scout troop.

Often the boys who attend a given church or school are called together in a meeting and invited to become Scouts. When a troop is started, every effort must be made to interest the boys from the word "go."

THE FIRST MEETING

From the adult's standpoint the first meeting should provide for 1. registration, 2. temporary organization, 3. the inception of the troop spirit, 4. the beginnings of instruction, and 5. a thoroughly good time for the boys. From the boys' standpoint the list is exactly reversed.



A MAINE GUIDE TALKS TO NORWOOD (MASS.) SCOUTS

Alternative Programs for the First Meeting

I

Suggested by Mr. Schurman, Former Editor of Scouting.

The meeting may be opened with a game of "Swat 'Em." * This is a circle game and therefore carries with it a certain sense of community. Stop this abruptly while it is at its height.

Explain the next game, "Heads and Tails," ** briefly and add, "In this game you will have to keep your eyes open every minute, otherwise your team will be the loser." Those few words put a Scout interpretation of team-play on the games. Intensify the interest by lowering your voice as the game proceeds, compelling real attention and self-

* See page 349.

** See page 341.

control. Make the last competitors toe the line and show their courage in aggressive play as well as in defensive. Declare a winner or a side quickly (within ten minutes) and call for a seated circle. By this time the boys are with you and the time is opportune to speak of organization. Say something like the following:

"Fellows, some of us want the finest, most thorough-going kind of a Scout troop here. The Boy Scouts of America, as you know, are pledged to clean living and public service. They are prepared to meet all of life's emergencies and opportunities. Gentlemen of this institution have authorized me to form a troop. I want comrades, pals of choice spirit, alert, devoted to outdoors life, and willing to cooperate for the sake of the troop."

"This Boys' Handbook explains everything you and your parents will wish to know. It provides for the registration of each boy in the troop, a matter that we will attend to very soon, and very carefully, so that each member will have a full and unquestionable record when he applies to the National Court of Honor for merit badges and veteran's rating in years to come. This book may be had at the ——— store for 50 cents. You can pair off and buy copies together. Eventually you will want your own because it will prove constantly useful."

"As a Scout you will have the privilege, not the obligation, but the privilege of wearing a uniform. There are several conditions governing this, some imposed by the act of Congress restricting its use. The Scout uniform, like those of the army, navy and marine corps, is protected by Federal Law. First we will have to register the troop with your names, addresses, and ages, the approval of this (institution), and the names of the troops' officers. Also, you will have to pass the tests for a Tenderfoot Scout before permits can be issued for the purchase of the uniform."

"This Tenderfoot work is the beginning of a pro-



"OF SUCH STUFF MEN ARE MADE"

gram of self education already used by over a half a million boys. It involves a resolution by each of you to put into force twelve laws. I will ask —— to read these laws."

* * * * *

"Boys, if we decide to seek a charter for a Scout troop, we individually take the Scout Oath, which says, 'On my honor I will do my best to do my duty to God and to my country, and to obey the Scout Law; to help other people at all times, to keep myself physically strong, mentally awake and morally straight.' It is the fact that we have this oath and these laws that makes this organization the greatest boys' club in the world. Personally, I do not want any one to join who doesn't feel like doing his level best to live up to that oath."

"I am ready to pledge my help and comradeship to fellows who give me theirs. Let us go on with something like a Scout meeting to-night, and those of you who feel that you mean to stick, come back next week, bringing your parents' consent to your joining, and the membership dues of fifty cents. Just for fun, and not by way of a promise, how many of you think you are coming in?"

Temporary leaders may now be appointed by the Scoutmaster without prejudice to the future. If this be done quickly and ropes issued for knot-tying games (see page 44), the boys will get a fair sample of "learning by doing" and a taste of the future organization. It will be well to divide the group into three or four teams, even if there are only a few boys in each group.

Then, when the games have gone far enough, have the ropes collected, get the bunch to sing with their arms on each others shoulders, or, if you have the gift, seat them in another corner, possibly on the floor, and tell them a story. If you yourself squat cross legged in the circle, there is small chance of your over-running the time to close! It is the genius of the good Scoutmaster to stop each activity just before the saturation point.

Announce that at the next meeting there will be a competitive quiz between the patrols as organized for the knot-tying practice and as they may be enlarged by recruits, and it will be the privilege of each leader to ask questions of an opposing patrol's members in rotation, the questions to be answerable by information in Chapter I of the Boys' Handbook up to and including Knots; that each correct answer will score one point for the answering side; and that the winning patrol will be considered temporarily the senior patrol.

There are a number of effective closing ceremonies. (See page 85.) Perhaps for the first night just a personal handshake and pleasant "good night" is better than ceremony.

In this evening there has been no business meeting, no election, no provision for a hike until after the troop has become Tenderfoot, no money collected and no urge to bring more boys unless the number is under twelve. The multitude of questions has been almost arbitrarily waved aside by a reference to the Boys' Handbook and the coming contest.

II

Suggested in part by National Field Scout Commissioner C. A. Edson.

1. Get all the boys interested in Scouting. Teach them a lively game that is new to them. Have Tub-Tilting, a Cock Fight, or an Antelope Race. (See Boys' Handbook.)

2. Start instruction. (Knot-tying, see page 41.)

3. Secure a record of each boy's name, address and date of birth, together with any other data that may be desired.

4. Suggest briefly, simply and picturesquely what Scouting means—its outdoor craft and its ideals, mentioning the "daily good turn"—NOT MORE THAN TEN MINUTES. Have all present pledge allegiance to The Flag. (See pages 37 to 40 and 619 to 632.)

5. If possible give each candidate the leaflet "What Scouts Do"—the pamphlet on "The Tenderfoot Requirements," the Boys' Handbook or some prepared matter on which he can study until the next meeting.

6. Close with a good game, such as Horse and Rider Tourney, or with yells.

III

Knots— with a rope in hand introduce the subject, tying various knots, showing their uses, and telling anecdotes of knots used to save life, etc.



PORTLAND (OREGON) SCOUTS "ON WHEELS"

Then give each candidate a piece of rope and teach knots, using method 3, page 42.

Line up troop and give a very short and elementary drill. End with a pledge of allegiance to the flag.

Pass out Scout handbooks so that boys may have something to handle and to look at. Point out interesting material to be found therein. Have Scouts read in unison the Scout Oath and Law.

Play "Leap-Frog," "Skin the Snake," "Antelope Race," "Horse and Rider." See Handbook for Boys.

IV

Have a group of trained Scouts give a demonstration, dramatizing knots, Scout law, first aid, and signaling.

Divide boys into groups with a trained Scout instructing each group.

Have all repeat Scout oath and sing, one verse, "Star Spangled Banner."

Close with games in the street, "Prisoner's Base," "Chinese Tag," and the like.

V

Have a Scout moving-picture or lantern-slide lecture.

Follow with a program similar to the above.

VI

Take a short hike into the open. Prepared lunches.

Play "Hare and Hounds."

Practice fire-building.

Find out how many trees and birds the Scouts can name. Teach them a few more.

Practice knot-tying. Present briefly the flag and the Scout law.

Play games, "Flag Raiding."

Scouts' Pace while returning home.

SUBSEQUENT MEETINGS

Within a month all candidates should be able to master and pass the Tenderfoot requirements. At least one short "hike" should be held during this month, on which the Scouts will be introduced to outdoor scoutcraft.

These subsequent meetings should each include



AN INTERESTING INDOOR MEETING

games, perhaps a little drill, some explanation by the Scoutmaster of the meaning of the oath and laws, but chiefly instruction and practice of the Tenderfoot requirements.

Administration

In the early meetings more will depend on the Scoutmaster and his carefully planned program than will be the case when he has enlisted and trained his boy leaders. **He must see that things happen.** He will himself direct the instruction and will appoint temporary leaders. Later, he should delegate authority as much as possible in order to develop boy leadership. (See page 75.) When the troop is well organized he should utilize Scouts and outsiders for instruction. (See page 76.)

At the start, however, the Scoutmaster should be responsible, he should control — and if possible, by the natural control of leadership.

Following Another Scoutmaster

When one Scoutmaster succeeds another in command of a troop already organized, he faces a problem that may require tactful handling.

Obviously the first thing to do is to take an inventory. Find out 1, the rank and attainments of the troop's members; 2, the property and equipment of the troop; 3, the history of the troop—its previous methods of instruction, routine and discipline.

A conference with the boy leaders — asking them for suggestions for the future — will frequently bring out valuable ideas. At least, it will enable the boys to feel that they have a part in forming the program and will therefore be less inclined to "knock."

A final suggestion is — **Never criticize the former Scoutmaster.**

Handling Recruits in Organized Troops

In a troop already organized, each new Tenderfoot should be made to feel that he is making an important step when he joins the troop.

The patrol leaders and Scouts, while instructing the recruit, should impress upon him the necessity for loyalty to the troop and to the Scout ideals.

Before the candidate is received into the troop, the Scoutmaster should have a personal interview with him — making clear to him why he wants to become a Scout, what scouting will do for him, and what return he will owe to the Scout movement.

The Tenderfoot Investiture Ceremony (see page 45) will make him realize, at least in part, the meaning of Scouting.

Registration

Get from each boy a written application for membership, with the signed approval of the parents, and his registration fee.

Fill out an application for Troop Charter (see Appendix) and transmit it, together with the

registration fees, to the local council, if one exists. If not, send application and fees direct to National Headquarters.

NO BOY UNDER TWELVE YEARS OF AGE CAN BE ENROLLED AS A SCOUT.

Examination

When the candidates are sufficiently prepared on the requirements a formal examination is given by the Scoutmaster often with a troop committeeman's assistance.

Any Scout who fails in the examination should be encouraged to study harder and to pass the test at the Scoutmaster's home within the week. Consult "Requirements," pages 157 to 183.

Troop Installation

At the following meeting the troop should be formally installed, and presented with its flag, if possible. The Scouts should be invested with their badges. This meeting should be public and as ceremonious and serious as possible.

CONSTITUTION OF THE BOYS SCOUTS OF AMERICA

Article X — Organization of Troops

"The National Council shall have the power to grant and revoke charters to groups of citizens of the United States for the organization of troops of boy scouts and to issue certificates of membership in such troops to the officers and members thereof who comply with the requirements of the By-Laws. Such charters may be granted to representatives of institutions or organizations, or to groups of individuals who meet the requirements of the By-Laws."

* * * * *

Article XIX — Granting of Commissions and Certificates of Membership

"The National Council shall have the power to issue commissions only to men who subscribe to the Scout Oath and Law and to the Constitution and By-Laws of the Boy Scouts of America, and who meet the requirements of leadership in work for boys to serve as leaders and officers in troops, local councils and the National Council; and also to issue certificates of membership in troops and local coun-

cils and in the Veteran Scout Association, Pioneer Scout Division and such other branches and departments of the work of the Boy Scouts of America as may be prescribed in the By-Laws; provided, however, such commissions or certificates shall only be issued to citizens of the United States or persons who have legally declared their intention to become citizens of the United States, or in the case of minors, to those who take an oath of allegiance to the flag and government of the United States.

BY-LAWS OF THE BOY SCOUTS OF AMERICA

Article XI—Charters

Section 1. Troop Charters.

Clause 1.—Institutions. For the organization of troops of boy scouts, charters may be granted to institutions upon application from the duly constituted authorities of such institutions upon blanks provided for that purpose. Such applications shall obligate the institutions to provide adequate facilities, supervision and leadership for at least one year and to make an effort to provide the members of the troop with an opportunity to spend a week or more in a summer camp conducted according to the prescribed standards.

Clause 2.—Independent Troops. While the organization of troops in connection with existing institutions shall be preferred, when conditions warrant, a charter may be granted for the organization of a troop independent of any relationship with an existing institution, provided, however, that the applicants are citizens of the United States and men of high moral character, whose interest is primarily in helping boys, through the scouting program, and who shall have the resources to provide the necessary facilities, supervision and leadership. In such cases the obligations upon the applications for a charter shall be the same as those required of institutions.

Clause 3.—Renewals. Troop charters may be renewed upon applications where the evidence shows a satisfactory effort to carry out the scout program as set forth in the official handbooks and compliance with the regulations of the Boy Scouts of America.

Clause 4.—Local Council Approval. In territory supervised by a local council, all applications for troop charters, new and renewal, shall be granted only upon the favorable recommendation of the local council.

THE PREREQUISITES OF SCOUTING

Before a boy can become a Tenderfoot Scout and wear the Scout uniform he must pass tests on 1—The Scout Oath and Law, 2—The Flag of the United States of America, and 3—Knot-tying.

OATH AND LAW

Aim

The Scout Law is a definition of the real Scout. The Scout Oath is the boy's pledge to do his best to live up to this creed. The most vital duty of the Scoutmaster is getting the Oath and Law "under the skin" of the Scout. Once absorbed, their effect on his life is permanent.

Place in Program

The Oath and Law forms the cornerstone, the focus, the heart of the whole Scout program and

A SCOUT IS



CLEAN

CHEERFUL

HELPFUL

should be kept constantly and concretely before the boys so that they will be led to translate the principles into action.

Leadership

The personal example and counsel of the Scoutmaster is the greatest single factor in bringing home to the boy a realization of the meaning of the Oath and Law.

Precautions

Care must be taken to avoid:

1. **Hypocrisy** — Present the Law as something real, manly, and reasonable — an every-day code of honor — and not a pose to be assumed on Sundays or trotted out on public occasions to impress parents.

2. **Effeminacy** — Avoid giving the Scout principles the air of being “goody-goody.” Ask any group of boys or adults what three Americans have best lived up to the Scout Law. The answer will probably be — Washington, Lincoln, Roosevelt.

3. **Abstractness** — Avoid the pedantic approach. Show how the Scout Oath and Law apply to daily life. Illustrate with concrete examples.

4. **Relentlessness** — If a boy has made a slip, do not be unrelenting and revengeful, lest he become discouraged and drop out of the movement. Be sympathetic and show him how to overcome his weakness.

Alternative Methods

1. Have each boy copy the Scout Oath and Law on a small card and carry it always with him.

2. Point out the sub-division of the Law by threes, as follows:

“The Scout, as seen by others, is trustworthy, loyal and helpful.

“In his treatment of others the Scout is friendly, courteous and kind.

“In his relation to the world about him, to society, the Scout is obedient, cheerful and thrifty.

“In his own heart, the Scout is brave, clean and reverent.”

Deputy Scout Commissioner R. K. Smith, Westfield, Mass.

3. Scout Executive R. E. Denny of Greensboro, N. C., explains the Scout Law as follows:—

“First, there are four parts to the Scout Law, three each falling in sequence under the following: The

Common Law, the Law of Equity, the Civil Law and the Divine Law.

The Common Law: Trustworthy, Loyal and Helpful are the attributes which a man possesses who lives in compliance with those rules laid down in decisions of the Common Law courts from time immemorial.

The Law of Equity: Friendly, Courteous and Kind are the laws that breathe of conscience. They create that atmosphere that comes from the kingly chancel.

The Civil Law: Obedient, Cheerful and Thrifty combine those virtues of civil law both as to its interpretation as the law of citizenship and the older meanings that come to us from the laws of the Romans. The requirement of a thrifty life of cheerful obedience is necessary to the development of a true citizenship.

The Divine Law: To teach that bravery is unselfishness, that to be clean is to be pure in heart, is certainly a prelude to the divine law of reverence.

INSIDE. The Scout's Trustworthiness shines through his eyes, his Loyalty beats in his heart. Helpfulness leaps from his hands. But none of these are boasted of; they are the Common Law. A good turn is reported only when officially required.

OUTSIDE. The Scout, wherever he is, brings with him an atmosphere of friendliness, courtesy and kindness. Living the laws of equity a Scout keeps the spirit as well as the letter of the law.

BEFORE. With the civil laws before him, obedience leads him cheerfully to his task that by thrift he may become and now is a greater citizen than even the noble Roman.

ABOVE. Men are lifted up by the bravery of unselfishness. Purity of heart and hand makes men immortal. Reverence to God is the fulfilling of the whole Law."

4. Analyze the Scout Oath and Law phrase by phrase, and make clear the meaning. Illustrate by concrete examples.

"Upon my honor"—which is not merely my reputation—what people see and think of me—but which in the privacy of my own life composes my real rules of playing a square game of life—"I"—an individual with life and powers which are the gift of the Infinite; with a brain which knows not the limits of space or of time; a personality clothed with the dignity and duty of an immortal soul, I,—"will do my best"—not any half-hearted effort but my whole best; it is my solemn pledge given upon my word—

"To do my duty"—my part, which I owe to others; for everybody in the world must do the part which the constant services of others to him demands of him if he is to be a real member of society—"to God"—every man owes to the Infinite God whose natural laws control the universe with its life and air, its sun and shade, its plants and trees and running brooks, its song of bird and its richer song of friendship and love and service—every man owes to the Infinite a duty of being in harmony with this great life and the further obligation not to lessen but to enrich its beauty, its happiness, its service; this is the great moral law—"and my Country"—the people, the history, the institutions, the privileges, the laws, the traditions, the ideals, the service each of us contributes to the others, the recognition of the rights of others as the most solemn guaranty of my own, the liberty of responsibility and the responsibility of liberty—all these as much as the broad fields, lofty mountains, majestic rivers, these are the country to which I pledge myself to do my duty by controlling myself, by adding to its wealth and happiness by obeying its laws and protecting the common welfare, to die for it if need be or the equally difficult duty of living for it—my Country!

"And to obey the Scout Law" not alone in the letter, but in the Spirit of the fine citizenship it represents.

"To help other people at all times"—to be a source of strength and right in the world, as the ancient knights pledged themselves to defend the weak, relieve suffering, oppose wrongs and injustice and to give a ready joyous help to anyone who needs it, not to be seen of others but to give of my strength to those who need it—recognizing that I possess strength not for myself but it is mine to use so that those who lack it may find it in me,

"To keep myself"—not that the energy of others shall have to be spent in keeping me, but that I shall be responsible for myself, that I am sufficiently a man to keep myself—"physically strong"—for good health is the basis of all happiness and of usefulness in the world—this means that I shall learn about my body and brain and keep them strong, ready to serve and shall avoid those things which will undermine my health or limit my readiness to serve the world; I shall not only abstain from weakening but I will take active steps to develop and conserve its powers and functions—"mentally awake"—my brain, I shall develop more and more and shall use its powers for useful ends; I shall endeavor to keep my mind growing, learning something more about life each day, striving to become more efficient; to develop all my possibilities—"and morally straight"—I shall take pride in keeping my thoughts and desires and deeds clean by keeping them directed toward lofty things—I shall faithfully guard my creative reproductive powers and shall not debase them or myself. I shall take pride in being my best and truest self.

H. W. HURT.

5. Have the Scouts bring in news clippings of instances wherein the Scout Law was kept or broken and discuss them briefly.

Correct violations of the Law with a quiet question—"Is that Scout-like?" Encourage your Scouts to do the same among themselves.

6. "Oath and Law Hike." (See page 58.)

7. Have Scouts give impromptu dramatizations of applications or violations of the Law.

8. "The Scoutmaster's Minute." (See page 79.) Short talks by the Scoutmasters will clarify the Scout principles for the boy. Take up one point of the Law each meeting and illustrate with definite cases. Violations of the Scout Law at meetings or on hikes may be taken as texts. Stories about great men are always inspiring.

9. A word of praise should be given in private for any particular Scout-like act.

10. The Scout Oath and the Law may be occasionally recited in unison at meetings. They should be used in all investiture ceremonies.

11. Hold short "quizzes" on the Scout Oath and Law, requiring the Scouts to explain their meaning with concrete instances.

12. Instruction in the Oath and Law will often be given the new recruit at least in part by an experienced Scout.

13. For suggestions as to the "Good Turn" and community service, see pages 207 to 245.

Bibliography

"The Scout Law in Practice."—H. A. Carey.

SIGNIFICANCE OF THE BADGE

Give a blackboard talk on the badge, building it up step by step and giving the meaning of each part of it while drawing it in. See the Handbook for Boys.

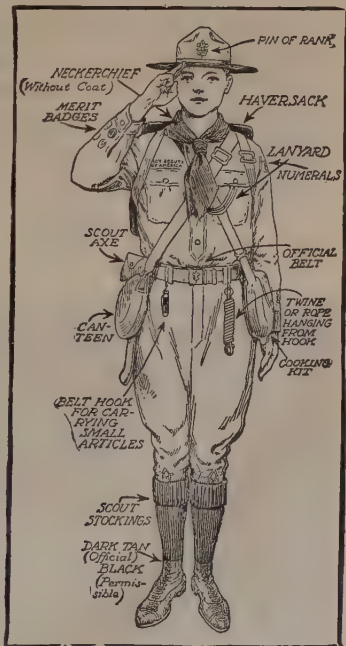
THE SCOUT SIGN AND SALUTE

The candidate will learn the Scout sign in a minute. Point out to him that the three fingers represent the three points of the Scout Oath.

Explain to the candidate when and how to salute. Have him practice saluting several times.

The Scout Sign is ordinarily used only while giving the Scout Oath. It may also be used as a recognition sign between Scouts and is so used by European Scouts.

The Scout Salute is used to denote respect to our country — as represented in its flag — and to the Scout Movement — as represented in its commissioned officers. It is used when reciting the Scout Law.



The Scout salutes the flag when it passes in review.

The Scout, when in uniform or on official business, salutes all Scout Officers—Assistant Scoutmasters, Scoutmasters, Troop Committeemen, Executives and Commissioners.

BY-LAWS OF THE BOY SCOUTS OF AMERICA

Article VIII

Article VIII — Sign, Salute and Handclasp

Section 1 — The Scout Sign. The three fingers held up, palm front, the thumb resting on the nail of the little finger is the scout sign, and reminds the scout of his three promises in the Scout Oath.

Section 2 — The Scout Salute. The scout salute is rendered by raising the right hand with the fingers held as in the scout sign, to the forehead, or to the brim of the hat, palm being turned to the left, the fingers being in front of the corner of the eye, and the forearm making an angle of forty-five degrees with the horizontal. The scout salute is always rendered with the right hand.

Section 3 — The Scout Handclasp. The boy scout handclasp is made with the left hand. The three fingers extended represent the three parts of the Scout Oath; and the bent position of the thumb and little finger represents the knot or tie that binds these parts together into a strong unity. One scout shakes hands with another by a good warm handclasp with the thumb and the little finger clasped around the other's fingers. This left handclasp is used by every country in the world, and the American scout can feel he is one of a world brotherhood when he offers his left hand to his brother scouts.



WHEELING (W. VA.) SCOUTS. ANY ONE CAN GIVE "THE HANDCLASP"

FLAG

Aim

The purpose of this requirement is a focusing of the natural patriotism of the boy. He should know **why** he is proud of his country. He should know **how** to show this pride by the proper ceremonies and forms of respect due The Flag of the United States.

Place in Program

Thorough instruction on the history of and respect due The Flag should be given to every candidate. Every meeting and hike and each day in camp should include a pledge of allegiance or some other form of flag ceremony.

HOW TO INSTILL PATRIOTISM



ONE WAY

A BETTER WAY

Leadership

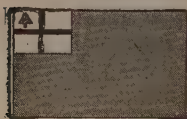
An ex-army man can give the formal flag instruction. The Scoutmaster should develop this patriotism along broad lines of good citizenship.

Precautions

Make sure that the inspirational principles of patriotism are given concrete opportunities for expression. Otherwise they will degenerate into formalism and cant.

Alternative Methods

1. Give a blackboard talk, illustrating the different steps in the development of The Flag of the United States.



BUNKER HILL FLAG
June 17, 1775



CAMBRIDGE FLAG
Jan. 2, 1776 - June 14, 1777



FIRST OFFICIAL FLAG
June 14, 1777 - May 1st, 1795



May 1st, 1795 - April 4, 1818.
(Note fifteen stripes)



April 4, 1818 - July 4, 1862



July 4, 1862 - to date

THE EVOLUTION OF THE FLAG OF THE UNITED STATES

2. Have each candidate draw and color The Flag as it was at different epochs. Post the results on the wall of the meeting room.

3. Narrate the story of The Flag, pointing out that our national banner is older than the present flags of Great Britain, France, Germany, and Italy.

4. Go over with the Scouts the material in the Boys' Handbook and hold competitive "quizzes" on the subject matter.

5. At meetings have flag ceremonies and practice (dramatize) the various forms of respect due the flag.

6. Visit a historical place and hold a flag ceremony there.

7. Take part as a troop in patriotic celebrations.

8. Use The Flag in investiture ceremonies. See appendix for respect due The Flag.

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* "Manual of Customs and Drills."—Boy Scouts of America.

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NEW YORK SCOUTS CELEBRATE ARMISTICE

THE SALUTE TO THE FLAG

It is the purpose of this part of the program of every meeting of a troop of the Boy Scouts of America to give an opportunity to develop in "Young America" an intense and intelligent patriotism.

This purpose can never be properly realized by merely lining up a bunch of boys before the Stars and Stripes and having them give the flag an indifferent salute and repeat the oath of allegiance in an indifferent manner.

The line must be promptly and properly formed, the attitude of every Scout erect and alert, the commands crisp and forceful, the bugle call correctly sounded, the salute accurate in every particular and snappy from start to finish, the oath of allegiance repeated with perfect wording, with clear pronouncement and with serious and reverent demeanor.

While the technique of the salute must be uniform, yet it is undoubtedly wise to vary the "human interest setting"—so as to grip the boys through capitalizing special days and occasions of national significance. It is vital to keep the ceremony as gripping as possible as its citizenship values are thus better builded into habits.

As a first step to this end, The Flags used must be real flags of good size and high grade material. The use of a larger Flag as the troop colors and of smaller Flags for each patrol has decided advantages, as it offers an opportunity for patrol salute at times when it meets independent of the troop and also makes possible a considerable number of different groupings of all The Flags with the accompaniment of different ceremonies.

The character of the exercise used may make it seem most effective to change the ceremony to different places in the evening program.

From the standpoint of teaching the history of The Flag, it would be a most excellent idea for the troop to possess as many of the different flags which have been used in various periods of the nation's development as possible. The display of these flags one by one in the proper order, and the recitation of a brief statement as to the origin and significance of each flag, would furnish material for a half dozen or more very effective and highly instructive exercises.

It will be desirable occasionally to conduct these exercises in special places,—on the steps of the municipal building, in front of

the post office or federal building, within the church building, in the assembly room, or on the steps of a school building, at the altar in the lodge room of the patriotic organizations or in connection with civic events of a patriotic character.

No finer setting can be found for a flag recognition ceremony than in the out-of-doors. Some picturesque spot may be dedicated in a particular way and used for no other purpose. Many of the great crisis periods in our national life are connected with the patriotic work of the old scouts, pioneers, plainsmen, explorers. They lend a unique atmosphere to the flag exercise and are capable of unusual ceremonial remembrance.

It is quite possible that different people in the community, the city or town government or patriotic organizations possess flags which have some very significant bit of history connected with them, and their display at some meeting with a brief statement of their history by the owner or custodian would be decidedly interesting and valuable.

Officials of patriotic organizations, the American Legion, the Grand Army of the Republic, Rough Riders, Woman's Relief Corps, Daughters of the Confederacy, Spanish War Veterans, Sons of Veterans, Daughters of the American Revolution, etc., may with great profit conduct the exercise which is built around the salute and repetition of the oath of allegiance.

The same is true of prominent officials of the city or town government, distinguished citizens of the community, men who have seen distinctive service in the marine corps, the army or the navy, especially if they have been cited for bravery, visitors to the city who have served the country in various lines of service, local representatives, especially service nurses of the Red Cross,—these people may be secured to conduct the flag ceremony with great profit to the members of the troop.

The history of the United States is full of great events in which "Old Glory" has figured prominently. Such events lend themselves to treatment in tableau, pageant, or other ceremony, and could be made the basis of exercises which would give new and lasting significance to the salute and the oath of allegiance.

The immediate future is sure to develop many occasions of great national and world significance. Each one of these may be used right when the interest in it is intense to build a program which will be of intense interest to the Scouts and drive into their brains and hearts lessons in patriotism which will be powerful in their development of Americanism. The visits of the Royal family of Belgium, the Prince of Wales, other royal dignitaries from America's European allies, events in Europe in which American Expeditionary Forces figure prominently, pronouncements by the American President, the Congress of the United States, activities of our army and navy, great industrial events,—all may be utilized as ceremony material for this patriotic exercise of the troop.

Unusually effective opportunities for special ceremonials are offered on the more important national holidays, the 4th of July, Columbus Day, Washington's Birthday, Lincoln's Birthday, and other regular or special days on which local, state or national demonstrations of a patriotic character are held.

On the anniversary of the day when the state in which the Scouts live was admitted to the Union, and a new star placed in the blue field in recognition of the event, a most significant ceremony can be conducted.

The same is true of the day when the place in which the Scouts live became an incorporated town or city. An appropriate program for the birthday of the Boy Scouts of America and of the troop is very much in order as a patriotic exercise.

As far as possible the Scouts themselves should cooperate in planning and executing the program. They must in every instance be brief and have plenty of action. Nothing flippant or boisterous is in order during these ceremonies.

JOHN BOARDMAN.

KNOTS

Aim

The ability to tie a good knot is of frequent practical value. The practice of knot-tying demands close attention and muscular dexterity.

Place in Program

Each Tenderfoot must thoroughly learn the nine required knots. Additional knots, lashings, and the applications thereof may profitably be taught experienced Scouts. Knots should be practiced frequently even in troops of advanced Scouts.



AN EXPERT SHOWS 'EM HOW
(Culver School of Woodcraft)

Precautions

Make sure the boys understand the use of each knot learned.

Alternative Methods

Have a three foot piece of quarter-inch manilla rope or clothes line for each boy. Encourage Scouts to learn more than the required nine knots.

1. The Scoutmaster should first prove to the boys the practical value of knowing how to tie knots. Ask one boy to make a lasso. He will probably use the slip-knot. Show how it jams and demon-

strate the advantages of a bowline noose. Ask another boy to tie two ends together. He will probably tie a "granny" or a double overhand knot. Demonstrate the square knot and point out its advantages.

Explain the three essentials of a good knot:—
1. Rapidity of tying, 2. holding quality, 3. ease of untying. By these a "knot" is distinguished from a "jam."

2. The next step may be to have each Scout whip the ends of his rope. This may be deferred a while, as it takes time and may deaden the interest.

The meaning of "standing part" and "bight" may also be taught.

LEARNING KNOTS



BY ROTE

BY ROPE

3. Demonstrate the knots one by one, explaining each movement, and have the boys follow step by step. For example the square knot:—

"Take a rope end in each hand—

"Place right end over left end and bring it around under—

"Now left end over right end and bring it through—

"Pull tight—

"And you have made a square knot."

Have them tie this knot several times, calling out when finished "Square knot done." Then go on to the next knot.

If one boy is slow in learning, have him fall out for special instruction by a Scout who is sure of the knot.

4. Knot-tying practice may be made doubly interesting by introducing the element of competition. After all have learned the knot, see which can tie it quickest. Then have them tie it behind their backs or with eyes shut.

5. Divide the Scouts into teams of four and see which team can most quickly tie their pieces into a continuous rope, using square knot, fisherman's knot, weaver's knot, etc.

6. Have Scouts practice hitches first on each other's arms. Then on a pole or bar with unattainable ends.

7. Make sure that the Scout knows the name and use of every knot required, and that he can recognize and name a knot already tied.

8. Dramatize knot-tying. Have them make a lariat to catch a "thief." Have patrols join pieces of rope to make a life line and throw it to a "drowning person." The team with a "granny" will quickly and humorously show. Have them make a rope ladder to escape from a "fire."

Methods for Single Recruits

9. Have a large knot-board in the meeting room as an example.

10. Some Scoutmasters require each Tenderfoot to make a knot-board with his nine knots attached to and labelled on a piece of cardboard.

11. Any boy can sit down with a piece of rope and the Boys' Handbook and puzzle out the knots.

12. Take advantage of First Class Requirements No. 12 which requires each Scout to train a recruit.

Contests



A "KNOTTY" BOARD (FROM CULVER, IND.)

13. Knot-tying contest. (See page 320.)

14. Give Scouts a point for each knot tied.

15. Patrol Lasso contest. Lines 10 feet apart. Scouts may dodge but must hold right foot stationary. A Scout "caught" is "dead."

16. See who can put the largest number of knots in one rope of given length and size.

17. Have minimum time allowances for the tying of the various knots. See which Scout can tie the greatest number of knots in the time allowed.

18. See who can tie the nine required knots in the shortest time either on one long rope or nine pieces.

19. Have a competitive "quiz" on the uses of the knots.

Application

20. On hike and in camp, point out uses of various knots in relation to blanket roll, tent, and boats.

21. Make a signal tower without nails, using only lashings.

22. Have each Scout carry a rope on his belt.

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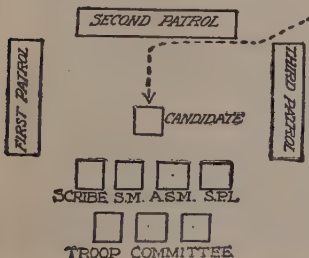
SWEARING IN A RECRUIT

TENDERFOOT INVESTITURE CEREMONY

Scout Executive George J. Walker
Grand Rapids, Michigan

Investiture night should be preceded by a personal conference with the candidate. Make him realize what he is going into. Your talk should be elementary, plain, direct and convincing. Get him to set up the standard of what he expects a Scout should be. Explain the ideals of Scouting. Define everything that is not perfectly understood.

At the meeting at which the investiture is to take place no boys not Scouts should be present. Have Troop Committee present and any parents who may wish to attend.



Let the candidate wait quietly blindfolded in an ante-room. Have troop form in a hollow square.

Always explain to the troop the impressiveness and importance of the step about to be taken by candidate. Be brief, be decisive, be frank, be sure. Detail a Patrol Leader to go to ante-room and get the candidate. Patrol Leader knocks at door.

Senior Patrol Leader: "Who goes there?"

Patrol Leader: "Scout of Troop —"

Senior Patrol Leader: "What is your desire?"

Patrol Leader: "To be admitted with candidate to meeting of fellow Scouts."

Scoutmaster: "Permit them to enter."

They march in and take a position facing Scoutmaster about four paces distant. Blindfold is removed. Patrol Leader then salutes and reports: "Candidate is here, sir."

Scoutmaster salutes and excuses Patrol Leader who retires to his place.

Scoutmaster: "What credentials have you, candidate?"

Candidate: "These, sir," and hands Scoutmaster credentials showing tests have been passed and recorded.

Scoutmaster: "Did you honestly and fairly and squarely do the things that are required of a boy to become a Scout?"

Candidate: "Yes, sir."

Scoutmaster: "Do you know the Scout Law?"

Candidate: "Yes, sir."

Scoutmaster: "Define 'A Scout is Trustworthy' (or another point of the law).

(Candidate should give the full law, not the mere headings.)

Scoutmaster: "Is there anything in these Scout Laws that you do not understand?"

Candidate answers this and the following questions:

"Is there anything in these Scout Laws that you think a boy should not be asked to promise to do?"

"Do you know the Scout Oath?"

"Is there anything in this Scout Oath that you do not understand?"

"Is there anything in this Scout Oath that you think a boy should not be asked to promise to do?"

"Do you recognize that a Scout binds himself to do at least one 'good turn' each day?"

"Have you as a Candidate endeavored to put this habit into practice?"

"Are you willing and ready before these Scouts and officers to take this oath and bind yourself by these Scout Laws?"

Scoutmaster: "Scouts, members of the Troop Committee, I recommend this Candidate for acceptance as a brother Scout."

Chairman of Troop Committee stepping forward: "My boy, you are about to take a very important step, one that you will always remember. This is a pledge that you are making to yourself, to your brother Scouts and to God. We are confident that you will keep this promise. All Scouts at the SCOUT SIGN." (When all are in position.) "We are now ready to have you take your oath."

Candidate takes Oath. (Should repeat it alone and slowly.) (At the end all hands are lowered.)

Chairman of Troop Committee: "I now invest you with the insignia of a Scout." (Pins on badge.) "May you always be worthy of wearing this pin." Troop Committee gives him the Scout handclasp.

Chairman of Troop Committee: "Mr. Scoutmaster, we recommend to your care and oversight this Scout." (Scoutmaster gives boy the Scout handclasp.)

Scoutmaster: "Scout —, I am glad to welcome you as a member of Troop No. —. The pin you now wear has three parts to it and as long as you wear it, it is to remind you of the Oath you have just taken. The central part points upward and is to remind you of the first part of the Oath, 'You duty to God' and to your country. You have placed yourself on your honor to do these things. May God, your Father, help you and keep you. This part of the trefoil on the right reminds you of the second part of the Oath, 'To help other people at all times.' Here it is on the right side, near the right hand which you use to give a handclasp, the symbol of brotherhood and fellowship. This part of the badge reminds you of 'your duty to others.' The left part of the trefoil, pointing towards your heart, is to remind you of the third part of the Oath which concerns your duty to yourself. Always when you wear this pin you stand for

all the things that Scouts stand for. You ARE a Scout. I welcome you as a Scout of Troop No. — and we are all your friends to help you make good."

The Senior Patrol Leader promptly leads troop in nine "rahs" for the new Scout.

Scoutmaster: "Will the members of Patrol No. 1 come forward and welcome Scout — as a member of our troop? Now, Patrol No. 2; now, Patrol No. 3." (Patrols file by new member, each Scout giving him Scout handclasp.) "Fall In; Right Dress!"

Scoutmaster: "Scout — is assigned to Patrol No. 2. Will Patrol Leader of Patrol No. 2 please come forward and receive the new Scout?"

Patrol Leader comes forward and salutes Scoutmaster. Turns and then salutes Scout — and says, "Come with me, Scout," and is escorted to Patrol and given number and place.

INVESTITURE CEREMONY FOR SECOND CLASS SCOUTS

As used in Knoxville, Tenn.

Commissioner: "Mr. Chairman, I have the honor to present to you Scouts of this Division who have passed all examinations preparatory to the Second Class rank, and who now wish to be invested with the insignia of that rank.

Chairman: "The Scoutmasters will please rise." (To Scoutmasters) Is there any reason why these Scouts should not be advanced to the Second Class rank?" (No objection is made.)

Commissioner: "Scouts, you will stand at attention, say 'I,' give your name in full and repeat after me: 'I — do hereby renew my pledge given as a Tenderfoot, and sincerely promise: (Scout Oath.)

By power and authority in me vested by the National Council, Boy Scouts of America, I hereby declare you Scouts of the Second Class, with all the honors incident thereto.

Chairman: "Having renewed your vows let the new rank you have assumed be a further incentive to press forward until you have won the coveted honor of being a First Class Scout.

(Be seated.)

INVESTITURE CEREMONY FOR FIRST CLASS SCOUTS

As used in Knoxville, Tenn.

Chairman: "Mr. Commissioner, are there any candidates for the First Class rank?"

Commissioner: "There are (give number)."

Chairman: "Present them."

Commissioner: "I present Scouts — (give names and troops)."



Early Objectives

Chairman: "Have they served faithfully as Tenderfoot and Second Class Scouts, and passed all tests as prescribed by the National Council and set forth in the official Handbook?"

Commissioner: "Yes, sir. By careful study, diligent work and clean living they have prepared themselves to receive the coveted badge which will proclaim them Scouts of the First Class."

Chairman (to Scouts): "Tell me why you desire to receive this honor."

Scouts: "Because we believe that it will enable us better to do our duty to God and to Our Country."

Chairman: "Your answer indicates that you have the right view of Scouting. No doubt, you have successfully passed all the tests which entitle you to the First Class rank and to wear upon your sleeve the gold or silver badge, but in conformity with my obligation to the National Court of Honor, I must question your right to receive it. I ask you, Scouts, on your honor, have you passed all of the prescribed tests?"

Candidates: "We have, sir."

Chairman: "Troops to which candidates belong will please stand, — Scouts, is there any reason why I should not swear in these Scouts? — Scoutmaster will please stand. — I ask you as Scoutmasters is there any reason why any of these candidates should not be advanced to the First Class rank? — Be seated, please."

(To candidates) "Is there any reason you should not renew the promise you each made as Tenderfoot and Second Class Scouts?"

Candidates: "There is not, sir."

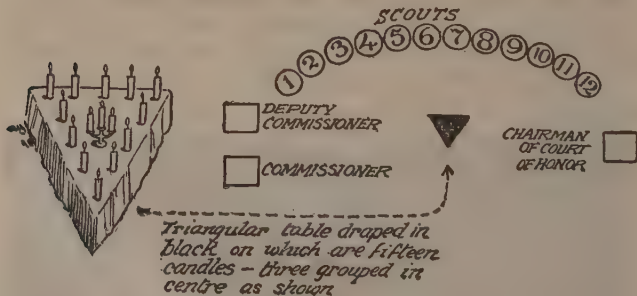
Chairman: "Then you will give attention while they are repeated for your benefit, that you may fully appreciate the renewal of your vows. Mr. Deputy Commissioner, you will, please, repeat the Scout Oath."

Deputy Commissioner: "I hold my hand in this position, because it is the Scout salute, and my three fingers remind me of the three promises of the Scout Oath:

"1. (Lighting first candle) On my honor to do my best to do my duty to God and my country and to obey the Scout Laws; (Lights second candle.)

"2. To help other people at all times;

"3. (Lights third candle) To keep myself physically strong, mentally awake and morally straight."



Chairman: (To Candidates) "You have listened to the Oath, you will now raise your right hand to salute, say 'I,' give your name in full and repeat the Oath."

Scouts repeat the Oath in unison.

You will now give the Scout laws. (No lights on in room except candles.)

A Scout behind the table lights one of the twelve candles, representing the law, and then, standing at attention, repeats from memory the law in full. Each Scout gives one law and lights a candle until all the full laws have been given.

Chairman: "Now that you have again taken these solemn pledges, I admonish you to lend your help and give encouragement and instruction to all Scouts of lower rank, that they may also at a later day stand in the enviable position which you have now attained.

"In olden times a knight gave protection to other people at all times. A solemn promise upon his honor, and sometimes sealed with his own blood was exacted before he could become a knight. You have here, before these witnesses, made a solemn promise to be loyal and true, to lead clean lives and help those who need assistance, and your parents, friends and brother Scouts have witnessed that promise.

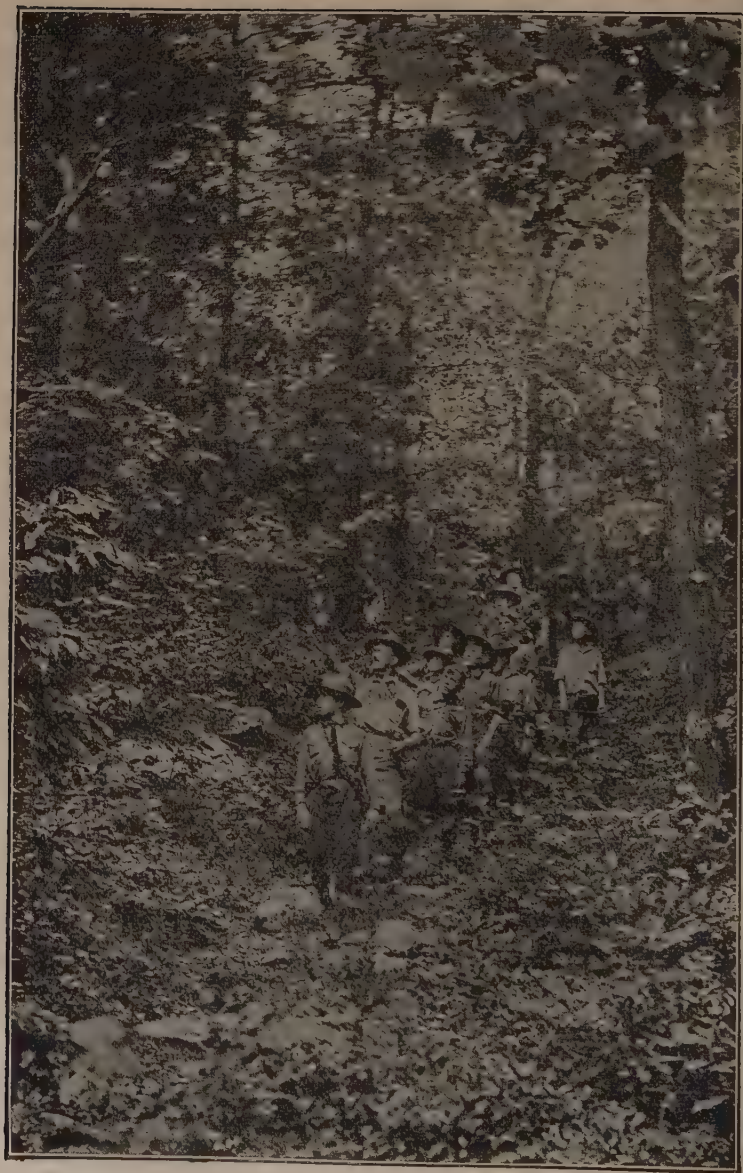
"Let the memory of this scene ever remain in your mind as at present, and if temptation should assail you, ever remain faithful to the vows you have assumed. Ever remember the Scout Laws, symbolized by these bright and shining lights, that they may help you to a clean and happy boyhood and an upright and useful manhood.

"May the loving stitches of mother or sister that bind this emblem (presents cloth badge) to your sleeve strengthen your purpose to be a dutiful son and a helpful brother."

Commissioner: "By the power and authority invested in me by the National Council, B. S. A., I hereby confirm you as First Class Scouts with the hope that ere long you will appear before this Court of Honor to receive at its hands the silver emblem of the Eagle Scout.

"You may be seated with your respective troops."

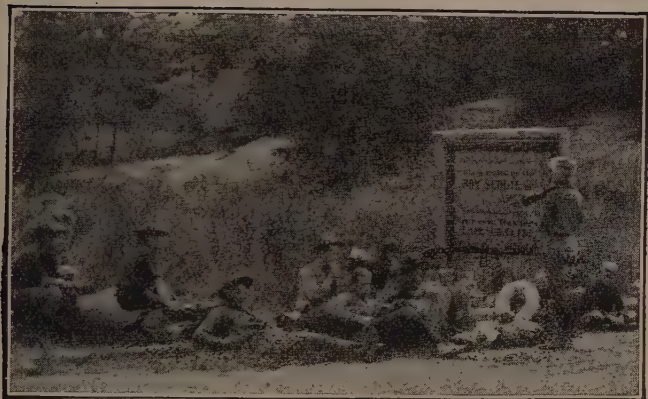




CHAPTER IV

HIKES AND MEETINGS

THE HIKE



HARRISBURG (PA.) SCOUTS "ON THE GO"

Take 'Em Hiking

Every boy delights in the adventure of a hike into the woods. He loves to explore caves, to climb hills, to wander through and spy out unknown territory. "Parlor Scouting" is not real Scouting. The boy who cannot take care of himself in the open, who has not had the practical training and the experience in self-reliance which hikes give, is not a real Scout. The Scoutmaster who does not have his troop make as many "hikes" as possible is, to that degree, not a real Scoutmaster.

Strictly speaking, a hike is a long trip on foot. Usage has given the name "hike" to any and all trips into the open by patrols or troops, even though little or no walking may be done.

The Why of Hiking

The purpose of the "hike" is of course to make the Scout self-reliant, observant, and efficient in the open, and, by the close contact with other boys, to rub off his rough edges.

KINDS OF HIKEs

Scout Executive F. F. Gray of Montclair, N. J., has worked out the following suggestive classification of hikes on the basis of "physically strong, mentally awake, and morally straight."

"Physically Strong" Hikes

Purpose: Manly development through physical fitness.

Types:

Scouts' Pace

Hare and Hounds

Cross Country

Hike for Distance

Swimming Hike

Mountain Climb

Athletics pursued for its own sake is not Scouting, but it is a valuable adjunct to many Scouting activities. This should be kept continually in view in conducting hikes of the athletic type. Physical strength alone is not the measure of a man.



RESTING ON A HIKE

"Mentally Awake" Hikes

Purpose: The exercise of mental alertness and the augmenting of the boy's fund of knowledge.

Types: (Nature study (Directional Group) Group)

Tree	Compass
Wild Flower	Tracking and Trail-
Wild Animal	ing
Bird	Map (a) Reading
Geology	(b) Making
	Signaling
	Travel

(Romantic Group)

(Duplicate Groups, so called because classifications might come under more than one head)

Night	Exploration (see
Storm	Travel)
Fog (see Compass)	Stunt
Adventure	Game (Localized)
Good Turn	Treasure Hunt

(The Review Group, including features learned on other hikes.)

(General Group)

The Fourteen Mile	Educational
Overnight	Industrial
Week End	Camera
Trek	Leaders'
Starvation	Father and Son

The Nature Study Group

THE NATURE STUDY GROUP demands careful preparation. When plenty of experts are not available it is best to restrict this hike to a small group. Note-taking, observation and comparison, specimen collecting, and the camera are the usual methods of study.

The Directional Group

THE COMPASS HIKE is conducted entirely by compass. It can be combined with the map, night, storm, adventure, exploration and other hikes. In a strictly compass hike, the course should be carefully laid out in advance on paper.

THE TRACKING AND TRAILING HIKE requires two sections to operate separately, one to lay the trail or make the tracks, the other to follow. The exercise of much ingenuity is possible on this hike in developing surprises, novelties, and interesting problems.

MAP HIKES. Map reading should precede map making. A hike is made entirely by map, and preferably cross country. Map reading along a straight road requires little skill. Map making hikes should be short, and careful notes should be taken. Later on, this hike can be supplemented by the camera.

SIGNAL HIKES are conducted entirely by signals. This hike can be combined, later on, with a night hike or a compass hike. Of course, signaling can be made useful on almost any kind of hike, but this particular kind of hike is one of specialization.

TRAVEL HIKES need little explanation. They are for "Seeing the country" in a definite way. They can be short or long; preferably graduated. A long hike of this sort may be substituted for the summer camp. Considerable responsibility is involved in a long travel hike, and careful advance preparation should be made.

The Romantic Group

NIGHT HIKES are novel. The night world is so different from that of the day that the strangeness lends interest and romance to the hike.

THE STORM HIKE, of course, requires special opportunity and necessitates careful preparation.

Learning to travel under adverse conditions happily and safely is the important feature.

THE ADVENTURE HIKE affords abundant opportunity to cultivate common sense and good judgment. The hikers may separate into groups of two, and come together at some prearranged place and time, to exchange stories around the camp fire. This type of hike is especially useful in driving home the fact that life is full of interesting situations if we but look for them.

THE GOOD TURN HIKE takes the boys out singly, or in pairs, for a definite time, looking specifically for opportunities to do good turns. They should return and report at a given time. A variety of experiences will be encountered. Interesting and novel matters on the subject of the good turn is sure to come up. The boys' reports should be written, not oral.

The Duplicate Group

THE EXPLORATION HIKE is taken over country new to the Scouts. A cave, a mountain, or a lake furnish interesting objectives. It should be as full of surprises as possible, and may be either cross-country or along back roads, trails, water courses, paths, a canal or other unusual routes. This type of hike often develops many unsuspected points of beauty or interest in near-by places. It can also be combined with the travel or the compass hike.

THE STUNT HIKE is better taken in the woods. Cooking, pioneering, building shelters, and the like may be included, as well as novelties and a proper proportion of fun. The range of possibility in this type of hike is very wide, but care must be taken not to have it cheapened by meaningless or coarse nonsense.

THE GAME HIKE is made with the intention of spending the greater part of the day in playing Flag Reading or similar games. The games should

be arranged in advance, although the hikers need not be acquainted with the details until the play begins.

THE TREASURE HUNT is similar in many ways to the tracking and trailing hike, with an objective—the treasure—added. At the end may be not only the “Treasure” but a lunch or some other pleasant surprise. To be classed as a hike the Treasure Hunt must be at least a mile in length, and should cover as great a variety of territory as possible.

The Review Group

THE FOURTEEN MILE HIKE is described under the First Class requirements. (Page 171.) The ideal hike of this kind is, in as large a measure as possible, a review of the chief features of scouting practice. Few can take this hike properly without considerable experience in hiking.

THE OVERNIGHT and the WEEK END hikes involve camping, and consequently require more forethought and preparation than the average hike. Provisions, cooking, bedding and shelter must be provided. It is better to make a trek of such a trip. (See page 404.)

THE TREK. The cart hike is regarded by many Scoutmasters as the best of them all, particularly for younger boys. When some of the hikers are 12 and 13, the load is better carried in a cart than on their shoulders. The “Pine Tree Patrol” affords an elaborate example of trek-cart technique, but simpler outfits will prove quite satisfactory. Any troop can make its cart by using a little ingenuity in discovering and adapting materials.

THE STARVATION HIKE requires previous experience and practical knowledge concerning edible plants, roots, berries, nuts, fruits, etc., to be found growing wild along the probable course of the hike. Mushrooms should be entirely avoided, in fact they have but little food value. The annual death toll of mushrooms mounts beyond that of hunting.

General Group

EDUCATIONAL— By this is meant a trip to a museum, aquarium, zoological or botanical garden, special school or other institution for general education.

INDUSTRIAL trips to factories, shops, buildings, bridges, etc., in process of construction; electric plants, etc. The list is too long for elaboration. Advance arrangements should always be made for trips of this order.

HISTORY HIKEs are taken to points of particular historical interest. Where practical, the hikers often enjoy attempting to re-enact some feature.

THE CAMERA HIKE teaches choice of subjects, methods and general practice. The conservation of films also demands thought. There should be a good reason behind the taking of any picture. Of course, the Scouts should learn to develop their own pictures when possible.

THE LEADERS' HIKE is specifically for the study of leadership, and the hikers are all leaders, or at least boys eligible to leadership. These need not necessarily be patrol leaders alone, but leaders of special groups.

THE FATHER AND SON HIKE deserves particular mention. Many a father and son have become really acquainted for the first time on such hikes.



FATHER AND SON HIKE. PROVIDENCE (R. I.)

“Morally Straight” Hikes

Purpose: The exercise of moral judgment through special study and practice of the Scout Oath and Law.

Types:

Oath and Law hikes.

Church hikes.

Juvenile Court.

ON THE OATH AND LAW HIKE the Scouts seek to practice the principles of Scouting; to observe their application in the actions of others; to notice, in cases where the principles were not applied, the difference in the results following.

THE CHURCH HIKE is best conducted from camp. It may be so managed as to make going to church more attractive than it sometimes is to boys. Other features may be combined with it. Of course, the group should be congenial, and should attend the church of its choice. Arrangements should be made in advance, so that seats can be provided for the hikers as a group.

VISITS TO COURTS, aside from the Juvenile Court, are inadvisable for all younger boys in particular. Morbid prying into crime, and making the misfortunes of others a matter of curiosity or entertainment, as in “Slumming,” have no place in Scouting.

The Juvenile Court has grown to have so important a place in most communities, however, that some knowledge of it on the part of boys is of value.



“TREKING” TO THE WOODS

HIKE TECHNIQUE

THE SATURDAY HIKE

How to Go

The one-day hike is the usual "hike" of the Boy Scouts. Too much time is often wasted in walking. If you have a day to spend on out-of-door work, why spend 90% of it going to the woods and coming home? So many Scoutmasters pick out a nice camping place about seven miles away and spend a large part of the time hiking along a road, with more or less luggage, going to the place and getting back. The boys become tired, the younger ones lag behind, they are interested in nothing but the next well or a place to rest, and they arrive home worn out with nothing gained but blistered feet.

A far better way is to get out to the country by trolley or other means. Then a ten minutes' walk takes you into the woods. Now you are ready to do real Scouting, it is early in the day, and you are not tired in the least.

What to Take

There are a number of things that one may take on a hike in the way of equipment, but a good general rule is to take as little as possible. The staff, haversack, messkit, cup, camera, signal flags, bird glasses, axe, canteen, whistle, etc., may be taken, depending on the character of the hike. It is important to have a first aid kit also. The haversack will accommodate the messkit and such food as you will need for the all day trip. When you are taking the half-day hike, bird glasses, cup and staff will be plenty to carry. One member of the troop may carry a botany case in which to bring home specimens of ferns and flowers.

It is well to carry materials for First and Second Class cooking tests. A little forethought on the Scoutmaster's part will enable the entire troop to pass their fire lighting and cooking requirements on one or two hikes.

Outline Program

The following skeleton program for a Saturday troop "hike" summarizes the methods of a number of successful Scoutmasters.

A. M.

- 8:00 Assembly at troop headquarters. Leave on time. Get out of town or city as quickly as possible.
- 9:30 Hike through country. See below, "En Route."
- 10:00 Arrival at camp site. See below, "Camp site" and "Making Camp."
- 10:15 Instruction and tests in tracking, signaling, compass, use of axe, etc. See pages 91 to 135.

P. M.

- 12:30 Lunch. Fire lighting and cooking tests.
- 1:30 Clean up waste from lunch.
- 1:40 Twenty minutes more for digestion. "Con-fab" around camp fire. Story telling, talks by Scoutmaster.
- 2:00 Afternoon Activities. **Seek variety.**
 - Games.** See Handbook for Boys, or this book, pages 333 to 353.
 - Contests** — See pages 319 to 331.
 - Special instruction** — Pioneering — Distance signaling, bird hike, etc.
 - Feature** — Exploration of cave, climbing hill, etc.
- 5:30 Supper.
- 6:30 Clean camp, see below, "Cleaning Camp."
- 6:45 Camp fire.
 - Reports, stories, songs, games, etc.
- 7:45 Break camp and return home.
- 9:45 Dismissal at troop headquarters.

Note: The above is a typical program for a full day. Obviously if the Scoutmaster cannot start before noon the program will have to be compressed. Also, if circumstances require an early return, the camp-fire will have to be omitted.



PINE-TREE PATROLS. CHELSEA (MASS.)

En Route

While en route the test for tracking may be passed, two Scouts going ahead to leave the trail. If a measured mile is known along the route the test for Scout's pace may be passed. You can keep things interesting by splitting the party into halves and sending the boys by different routes to the same place. Only you and the leader of the other party know where they will meet. Each party tries to see the other first.

Another stunt is to send out Scouts as outposts several hundred yards apart who communicate by signals. Occasionally these are called in by hand signals and asked to report and others sent in their places.

Do all you can to prevent straggling and drinking from every well passed. A Scout should have endurance enough to hike for hours without water.

Roadside games such as "Far and Near" (Handbook for Boys) may be played, the Scoutmaster carrying a pocketful of beans and giving one to each Scout as he scores a point.

Camp Site

The ideal spot for a bivouac is on the edge of a woods, or better yet on a clearing. The camp should always be out of sight of any nearby road or path. Boys like the element of mystery. The more varied the country the more interesting will be the games.

Making Camp

In making camp each patrol can establish "headquarters." If there are fire and cooking tests to be passed each Scout selects the place for his fire. The Scoutmaster will supervise this selection so that no Scout will be bothered by the smoke from another fire. Usually, however, it is best to have as few fires as possible and these must be watched.

Always have the owner's permission to cut wood and to light fires.

Haversacks and luggage are left in the care of one or two Scouts detailed as camp guard, while the others are off doing Scout work. The camp guard can make himself useful by collecting wood.

Hatchets and Axes

Axes will be used only with the express permission of the Scoutmaster. It is recommended that no boy be allowed to carry a hatchet or axe on "hike" until he has passed his Second Class Axe test. Living trees or shrubs should be spared even if the express consent of the owner of the property has been given.

Who Shall Cook?

Tenderfoot Scouts will profit most by the experience of cooking for themselves and thus passing the test in cooking. After the troop has made many hikes and all the Scouts are experienced cooks, it will save time, trouble, and expense to have the Scouts take turns doing the cooking for the entire troop.

Cleaning Up

Be certain that all refuse is thrown into the fires and burned and that the place is thoroughly policed. **The fires should be carefully extinguished with sand and water.** The whole camping place should be left as clean as it was found. Too many troops leave a camping place in a filthy condition. Scouts are now being taught by all properly informed Scoutmasters that no refuse should be left about a Scout camp ground.

THE OVERNIGHT HIKE

The Overnight "Hike"

The overnight hike is in effect a short term camp. Hence it demands practically the same careful preparation as a camp. Beware of undertaking an overnight hike lightly and without adequate forethought. An unexpected rain or a capsized pot of stew may permanently prejudice some of your boys against camping.

A trek-cart is useful to carry tents and the duffle of the smaller boys.

Preparation

On an overnight hike, hope for the best, but prepare for the worst. Before you go, be sure you can answer these questions the right way: (See page 404.)

Will you get wet if it rains?

Have you permission to use the land and build fires?

Are there many mosquitoes?

How about drinking water?

Have you any camping experience?

Will the food be adequate?

Can anybody in the crowd cook for so large a number?

Have you issued to each Scout a list of things absolutely needed?

How about parents' permission?

Program

The first thing to do after arriving at the camping place is to erect the tents and ditch them thoroughly.

Once camp is made the program will be much the same as the one given above for a Saturday hike.

The boys must not be allowed to hack right and left at trees and the camp must be properly cleaned up. It is as bad if not worse to scatter refuse about in the out-of-doors as it is on a parlor floor. Campers who do this brand themselves as tenderfeet.

OTHER SORTS OF HIKES

A Day's Tramp

Older Scouts will enjoy and profit from a solid day of tramping with the Scoutmaster, but the Scoutmaster should not strain the body nor the interest of the younger boy by a long hike.

It is best to march in column of two most of the time. Marching songs will help keep up morale.

A cross-country trip is to be preferred to a dreary trudge along a traveled highway.

Patrol "Hikes"

Patrol "hikes" are useful in developing patrol spirit. The Scoutmaster or some other capable adult leader — such as a member of the troop committee — should always be present.

Note: It is urged by some that adequate and reliable boy leadership should be permitted to conduct patrol hikes in the interest of the development of initiative.



INCENSE TO EPICURUS

Community "Hikes"

Often all the troops of a community will join in a "hike." This affords opportunity for a sort of rally with inter-troop contests. Usually the afternoon is spent in "Flag Raiding" or some similar game.

Credit for much of the material on Hike Technique should go to Scout Executive G. S. Ripley of Hartford, Conn.

TROOP MEETINGS (INDOORS)

The weekly indoor meeting of a troop is a vital feature of the Scout program but it is not the whole program. Scoutcraft can be taught indoors but most of it can be practiced only in the open. It has been said that, a week in camp brings more Scouting to a boy than a year of indoor meetings. Be that as it may, it is the imperative duty of every Scoutmaster to give his troop as much outdoor work as possible.

The functions of the indoor meeting are to —

Check up things done.

Plan what to do, and

Prepare for things to be done.

Meanwhile providing recreation, inspiration and instruction in Scout principles.

Preparation

It is unfair to the boys for the Scoutmaster to come to the troop meeting with no plans for its program. Preparation is necessary, otherwise the meetings will be haphazard affairs, oft accomplishing nothing, and the boys will soon lose interest and drop off. On the other hand, the Scoutmaster must ever be ready to adjust his program to the spirit and circumstances of each meeting. This chapter is intended to help the Scoutmaster plan his meetings and to point out to him an abundance of interesting material which may be used in building programs.

Definite Aim

Each meeting should have a definite aim, should focus on one particular central activity. This does not mean that the whole time of the meeting is to be spent on one thing.

In addition, it is wise to outline a program for the year, subject to change of course. Each troop should have a definite and progressive aim each year.



AN INDOOR ACTIVITY, POUGHKEEPSIE (N. Y.)

HOW TO PLAN A MEETING

General Suggestions

Have variety. No one subject should hold the floor longer than thirty minutes at an indoor meeting.

Alternate games, drills, and other work calling for physical action with less strenuous subjects such as first aid quizzes or knot-tying.

Have something new every meeting.

Give instruction in the form of a game, when possible. Use contests, so as to get away from traditional school methods of review and testing.

Keep the meeting moving swiftly and the boys occupied. This will obviate roughhouse.

Begin and end your meetings on time.

Give few commands and have those few respected.

No talk or lecture should last more than 20 minutes. Use pictures, charts and black board.

Make sure that every boy participates actively.

Adjust your instruction methods to your troop so that every boy is either teaching or learning.

Inspire the Scouts to strive for neatness.

Avoid wearying the boys with tiresome "business."

No meeting should last more than two hours.

FOUR REQUISITES OF A MEETING

Each meeting should include:—

Action:—Normal boys have an abundance of animal energy. Give them games, contests, drills, something to provide **expression for this energy**. Otherwise they will be restless and hard to manage.

Instruction:—Each meeting must lead the troop one step further up the scouting ladder. Each Scout should learn **something new every time** he comes to a meeting.

Recreation:—Yells, songs, and impromptu plays may be used. Every meeting should include **games that the Scouts enjoy**. No rules can be laid down for this. One group of boys will be enthusiastic over a game that another troop will reject.

Inspiration:—The Scout oath and law form the **basis of all Scouting**. The moral principles therein expressed must be kept constantly before the Scouts in an attractive and suggestive way that will lead them to consciously follow their teachings.

Investiture ceremonies, inspiring stories of men that have set a heroic example, and short talks by the Scoutmaster are useful.

* * * * *

SHOULD NOT EVERY MEETING CONTRIBUTE TOWARD MAKING A BOY "PHYSICALLY STRONG, MENTALLY AWAKE AND MORALLY STRAIGHT?"

* * * * *

Note: Occasionally a single activity will include two or more of the above "requisites." For example, a good first aid game provides action, recreation and instruction.

Troop Business

Routine matters, such as roll-call, collection of dues, elections and appointments, announcements, discussions of various questions, the organization of special squads and details, making plans for hikes, and the like are bound to arise and demand time during the meetings. While it has important training value, troop business of this sort should be kept at a minimum.

SUGGESTED PROGRAMS

The following are programs which have been worked out and successfully applied by Scoutmasters. They embody the principles enumerated above. The success of a program depends so largely on its fitness to local conditions that each Scoutmaster must vary and adjust the most ideal program to suit his own group of boys. However, a careful perusal of the following typical programs will make clear to the Scoutmaster the principles according to which successful meetings are planned and will aid him to conduct interesting and profitable meetings of his own troop.

Programs as a rule are divided into several parts, for example (a) Opening exercises and drill, (b) Business sessions, (c) Instruction period, usually by groups, (d) Recreation, and (e) Closing period.

PROGRAM NO. 1

7:30 P. M. **First Period.** Twenty minutes ONLY. Period of Inactivity.

Assembly — Bugle, whistle or bell. Begin promptly. Roll call by patrols.

Inspection — By commissioned officers or troop committee. (Periodically.)

OR

Flag Ceremony — Raising of Colors. Scout Salute. Pledge of allegiance.

OR

Scoutmaster's Talk — Five minutes on the oath or laws. Pick out one thought and drive it home. Five minutes, no more, snappy, frank and direct. Don't preach.

Scribe's Report — Minutes of the last meeting. (Omit if necessary.)

Reception and swearing in new members. Awarding of Honors. (Occasional.)

7:50 P. M. **Second Period.** Twenty minutes ONLY. Period of activity.

Marching, OR staff drill, OR setting-up exercises, OR signal drill, OR Scouts' pace. Give every boy a chance to drill and command his troop. Develop leadership.

8:10 P. M. **Third Period.** Twenty minutes ONLY. Period of Inactivity.*

Scout school — Instruction period, by patrols or groups. An instructor for each, selected the previous meeting.

OR

Expert Instructor for the troop in birds, astronomy, or map making.

OR

Patrol Meetings — In charge of Patrol Leader. Making and keeping of Patrol Records. Patrol practice in scouting. Demonstrations. Patrol work.

8:30 P. M. **Fourth Period.** Twenty minutes ONLY. Period of activity.

Scout games — Games in charge of some Scout appointed at the previous meeting.

OR

Story Telling — A Scoutmaster's big opportunity. Pick good stories.

8:50 P. M. **Fifth Period.** Ten minutes ONLY. Closing exercises — Cheers. Yells. Announcements.

Flag Ceremony — Scout Oath and Laws. — "Taps."

* The term inactivity is used in a relative, a physical sense.

PROGRAM NO. 2**Part 1 — Opening. — 7:30 P. M.**

Scout Laws.

Pledge of Allegiance.

Part 2 — Business. — 7:35 P. M.

Reading of the Minutes.

Roll Call and Collection of Dues.

Discussion and Announcements.

Part 3 — Period of Study. — 7:45 P. M.

Troop divides into groups. Go into different rooms or at least into different parts of the room. Patrol leader, Assistant Scoutmaster, the Scoutmaster, or a special instructor will take charge of each group and instruct according to the plan laid out in advance. Have two 15-minute periods of study, each period covering a separate study. Follow this with 15-minute period of passing of tests, and practice of demonstrations.

Part 4 — Specialties. — 8:30 P. M.

Investiture.

Drill.

Inspection.

Special Speaker.

Part 5 — Activities. — 8:45 P. M.

Games.

Lantern Slides.

Songs.

Impromptu plays.

Inter-patrol Contests, etc.

Closing Exercises — 9:15 P. M.

Final orders for the week.

Scout Oath.

Adjournment.

All lights out — 9:30 P. M.

PROGRAM NO. 3

- 7:30 Opening.
Flag Salute.
Roll Call.
- 7:40 Reports of Committees.
Announcements.
- 7:50 Game — "Skin the Snake."
- 7:55 Signaling — "Spell down" — similar to spelling bee.
- 8:05 Coat Stretcher and Fireman's Lift Races.
Bandaging Practice.
- 8:25 Special Speaker — "Nature Study."
- 8:45 Games — "Hand Wrestling," "Horse and Rider."
- 9:00 Talk on "Scout Laws" by Scoutmaster.
- 9:15 "Taps."

Note: These are programs for indoor meetings, but it must not be forgotten that as much of the work as possible should be done outdoors. Vary the program by occasionally spending half or all of the evening in the open, especially if a park or vacant lot is convenient. Marching and other drills, signaling with lamps or torches, Scouts' pace practise, star study, games such as "Chalk-the-Arrow," contests such as "Message Relay," and "stunts" such as tower building can be performed in the street or in an open space.

Remember —

To keep the "out" in "Scouting," and that
Variety pays.



MANHATTAN (N. Y.) TROOP, MEETING OUT OF DOORS

THE ELEMENTS OF A TROOP MEETING

Before and After Meetings

The meeting proper should begin on scheduled time with a full attendance of Scouts. The closing also should be according to schedule and the boys should return home immediately after, otherwise the parents may object.

Before the Meeting is called to order, those Scouts who have no particular business to transact should be kept busy in games, supervised by the Assistant Scoutmaster and the Patrol Leaders. Games which permit any number of boys to participate, such as Skunk Tag, Poison, and Leap Frog should be chosen. See pages 333 to 353.

This is the time for the Scoutmaster to give tests and to talk over with individual Scouts particular questions. Scouts with tests to pass or questions to ask should come early.

If the troop has a library, books should be collected and distributed before the opening of the meeting. The Patrol Leaders or the Scribe can collect the dues during this period so as to hand them to the Scribe or to the Scout who is Assistant Troop Treasurer, following roll-call.

After the Meeting is dismissed, the Scoutmaster will find it profitable to hold occasionally brief Officers' Councils, including Patrol Leaders and Assistants. All plans should be discussed with the boy leaders in advance. In that way they will have had a part in forming the plans and will support them more enthusiastically.

Roll Call

Probably the simplest and best method of checking up attendance and dues is by patrols.

In a small troop, the Scribe may call the roll of the entire troop, each Scout paying his dues as his name is called.

Flag Ceremonies

Every Scout meeting should contain a flag ceremony of some nature. This may take the form of a pledge of allegiance at the opening of the meeting or a formal "Retreat" at the close. It goes without saying that every troop headquarters should have an American flag.

Good Turn Reports

The Scout must do his daily good turn without boasting. Hence it is contrary to the spirit of Scouting for a Scoutmaster to ask a boy to stand up in meeting and report his good turns. Yet the good turn idea must be kept before the boys and the best text for a good turn discussion is a concrete example.

This difficulty may be solved by having the Scouts make out **unsigned** reports of good turns which they either hand directly to the Scoutmaster or place in a box provided for that purpose. From the reports thus submitted the Scoutmaster can select a few for brief discussion — pointing out why home duties should not be counted and presenting unusual good turns as suggestions.

Troop Business

A maximum of ten minutes at each meeting may be devoted to roll-call, reports, and the necessary announcements. All other business is best transacted in Officers' Council with the patrol leaders and assistants or by committees. Some Scoutmasters prefer to have one business meeting a month, combining with it examinations, inspection and investiture. This is often made a public meeting to which parents and friends are invited.

Inspection

Many Scoutmasters hold a very brief inspection each meeting.

Every month or two a formal inspection of personal cleanliness, uniforms, and equipment should be made. The inspecting officer should be a member of the troop committee or a Scout official.

Drills

Drill is useful in developing discipline and morale. Competitive drills between patrols encourage patrol spirit. It must be understood that infantry foot drill is not the only variety. Other possibilities are —

Signal Drill. See page 115.

Stretcher Drill. See American Red Cross Manual.

Setting-up exercises. See pages 314 to 317.

Staff Drill. See "Manual of Customs and Drills."

Tent-pitching Drill.



SCOUTS OF NEW LONDON (CONN.) DRILLING WITH STAVES

Instruction of Recruits

Once a troop is well organized, the Scoutmaster should not devote too much time and energy to the new recruits. Scouts wishing to pass First Class Requirement No. 12 should train the new boys and the Senior Patrol Leader or Assistant Scoutmaster should examine them. The Scoutmaster should give the recruit a brief re-examination to make sure of his fitness, impress upon him the big meaning of Scouting and award the badge at an investiture ceremony. Thereafter the progress in instruction of the Tenderfoot should be in the hands of the Patrol Leader and other leaders, stimulated by suggestions from the Scoutmaster.

Instruction by Troop, by Patrol or by Group?

It is practically out of the question to conduct a troop on the schoolroom basis, with the entire class advancing one degree at the same time. Some boys take to scouting more eagerly and more intelligently than others. Some boys are handicapped by lack of time, parental pampering, or other hindrances. The result is that any troop which has been going more than a few months will have candidates, tenderfeet and second-class Scouts, and, if the troop has been organized more than a year, it should have first-class and merit-badge Scouts.

Hence if all the instruction is given to the troop as a whole, it will be either too elementary for some or too advanced for the others.

The more advanced, difficult, and complicated work may be taught and practiced using the troop as the unit, the Scoutmaster or an outside expert giving the instruction.

This may include First Aid instruction and drill, Map Instruction, Life Saving, Nature Study and Firemanship.

The essentials of Scoutcraft, such as Knots, Signaling, Compass, Use of Knife and Hatchet, may be handled by patrol or group instruction with the more advanced Scouts giving the instruction.



LIFE SAVING INSTRUCTION (INTERSTATES PARK, N. Y.)

The Instructor — Scoutmaster or Outside Experts?

The outside expert — be he doctor, army officer, surveyor, museum curator, or wood ranger — brings a wealth of knowledge and the prestige of being a recognized authority. On the other hand, the Scoutmaster and his Assistants, though with less knowledge of the various specialties, usually have the advantage of a better understanding of boy nature and of the Scout requirements.



INSTRUCTION IN THE OPEN

Signaling, Map Making, First Aid and Nature Study are so technical that the average Scoutmaster may not have the time to become really proficient in them. Therefore he must seek the cooperation of outside experts as special speakers and instructors.

The rest of the Scout program can be handled by the Scoutmaster and his Assistants, although the occasional introduction of an outside expert will lend variety and stimulate interest. He should utilize to the utmost as instructors those Scouts who show special aptitudes.

Thoroughness or Speed?

Some Scoutmasters rush their Scouts through the requirements as speedily as possible and turn out "first class Scouts" who cannot tie knots. Others require a second-class Scout to define "crepitus;" to read buzzer signals as fast as an experienced operator; and to explain the operation of a gyroscopic compass. Between these two extremes there is a "happy medium." **Find It.**



NEW YORK CITY SCOUTS ON SNOW-HIKE. GREAT. TRY IT.

The Season and the Weather

Obviously the summer months are the time for hikes and camps, while the winter months enforce a larger percentage of indoor work. However, the Scouts should not be allowed to forget during the summer their first aid and other training acquired the previous winter, nor during the winter should they timorously cling to the indoors **ALL** the time. A crisp, clear day in late fall or winter is splendid for work in the open.

An unexpected rain will sometimes spoil plans for a hike. In such cases it is advisable, when possible, to take the boys to a museum, a factory, or some other place of interest.



A SCOUT PLAY OFFERS SOMETHING NEW

Avoiding Monotony

Do not permit yourself or your troop to fall into a "rut." Something new every meeting, occasional changes of method, special "stunts" from time to time will insure interesting variety.

Use of Games

It has been said that scouting is a game. In a sense that is true. The greater part of the Scout program can be "put over" in the form of games. Consult pages 87 to 155.

The Scoutmaster should use largely games which teach Scoutcraft. However, he will find frequent need for "fun" games, giving primarily relaxation. See Handbook for Boys and pages 333 to 353.

Novelty is desirable, but the Scoutmaster must not overstrain its value by introducing so many new games that his Scouts are unable to properly learn and like one of them. Give them games they like, but also give them a chance, occasionally, to learn to like a new game.



N. Y. CITY SCOUTS AMONG THE ETERNAL HILLS

The Scoutmaster's Minute

The spirit, the ideals of Scouting must never be forgotten. One of the best methods of keeping these before the boys is "The Scoutmaster's Minute." Just before the close of each meeting the Scoutmaster presents briefly and concretely one idea. One real story, told in two minutes, may be a most potent sermon.

Each phrase of the Scout Oath, each one of the Scout Laws may be illustrated by a concrete example. "Great Scouts of the World," such as Capt. John Smith, R. L. Stevenson, Roosevelt, Columbus, Cecil Rhodes, Lord Clive, and many other great figures of history, can be briefly discussed. Let the Scout himself find the moral.

Sunday Hikes or Meetings

The matter of properly observing Sunday and religious holy days is vital. The Scoutmaster should encroach on these days only in cooperation and with the sanction of the parent institution and its troop committee as well as that of the boy's home. Indeed, Article III of the Constitution (B. S. of A.) demands respect for the religious convictions of others as does the twelfth Scout Law.



ATTENTION !

Monthly Objectives

The Scoutmaster will find that, if he sets up a definite objective for a month or two ahead, the meetings will almost plan themselves. He can post a slogan on the wall:—“All Second Class Scouts by December First,” or “Camp Equipment Ready by June First.”

At least three meetings a month will ordinarily be devoted to instruction, the practice of scoutcraft, and games. One evening a month may be given up to a business meeting, an inspection and drill night, an investitive ceremony or perhaps a combination of all three.

When five meeting nights fall in the same month, the fifth meeting can be a “jollification” with games, contests, songs, and perhaps “eats.”

Circumstances will frequently cause the alteration of even this flexible program. Preparation for a rally or some other public function might demand several meetings. A month or two might be spent in studying First Aid under a doctor.

Each troop should take at least one “hike” every month. If the Scoutmaster himself cannot go, he should mobilize a member of the troop committee or some other adult whose time is available. The more “hikes” a troop takes, the better Scouts its

members will be. Taking Troop Committeemen or other men as guests on "hikes" is often valuable as a means of interesting them in Scouting.

In addition, each patrol should meet separately once or twice a month and the Scoutmaster should call at least one Officers' Council each month.

Yearly Objectives

The yearly objectives will depend greatly upon circumstances. Perhaps the troop is weak in numbers and the scoutmaster will decide to concentrate on recruiting to full strength and training the new members, with the help of his experienced Scouts. Perhaps the troop consists mostly of second-class and first-class Scouts in which case he will probably prefer to feature advanced Scout work, entrusting the instruction of the tenderfeet to his patrol leaders. In any case, the Scoutmaster should have in mind a definite aim, a concrete method for assuring the progress of the troop.

There should be fifty-two troop meetings, not counting "hikes," a year, somewhat in the following proportion:

Instruction and Practice of Scoutcraft, under Scoutmaster, Patrol Leaders, and Scout Experts.....	21	meetings
Special Speakers.	8	"
A Course in First Aid, covering two or three months.	6	"
Quizzes and Reviews.	4	"
Business Meetings and Investiture Ceremonies.	6	"
Preparation for Scout Show, Rally, or Other Public Function.	4	"
Contest with another troop of the community.	1	"
Troop Birthday Party.	1	"
Parents Meeting—Annual Exhibition.	1	"

Note: Some of the above meetings would be held in the open. All "hikes" and camps are in addition.

SOME SUGGESTIONS FOR THE YEAR

By MERRITT L. OXENHAM, Former Scout Executive, Red Bank, N.J.

JANUARY — Visit another troop.

Talk on "Safety First." Meeting with Troop Committee.

Swim Meet — (Troop Entries).*

First Aid Quiz and Saturday Hike Contests.

FEBRUARY — Scout Anniversary Week — Lincoln's Birthday.

Washington's Birthday, Troop Entertainment — Meeting with Troop Committee.

Entertain another Troop, Contests, Hikes, Games.

MARCH — First Class Scouts — Party and feed.

Study Signaling, Map Work, etc., Hikes, Games.

Participate in Swim Meet.*

Entertain Scout Mothers.

Gardens and Thrift.

Meeting with Troop Committee.

APRIL — First Big Spring Hike. Nature Study.

Treasure Hunt.

Meeting with Troop Committee.

City Clean-up Good Turn.

Father and Son Banquet.

MAY — Troop Outdoor Rally and Field Day.

Outdoor Meetings and "Hikes."

Bicycle "Hike." Week-end Camp.

Memorial Day.

JUNE — Participate in District Rally.

Life Saving Meet.

Flag Day Celebration.

Meeting with Troop Committee.

City Good Turn. Thrift.

Week-end Camps.

JULY — Fourth of July.

Father-Son Hike.

Intertroop Meet.

"Hikes" and Camps.

AUGUST — Camps, Hikes.

Water Carnival.

Nature Study.

SEPTEMBER — Rally Meeting (Parents invited).

Meeting with Troop Committee.

Review Scoutcraft and outline program for season.

Hike and Overnight Camp.

Re-registration Completed.

OCTOBER — Inspection by Troop Committee.

Installation — Certificates Presented.

Records Completely Revised.

Patrol Leader's Week-end Camp.

Roosevelt's Birthday.

Parents' Night.

NOVEMBER — Start Course in First Aid.

Parents' Conference regarding Scout Work.

Indoor District Rally. Reach shut-in boys.

Officers' Social Night (patrol leaders and Assistant Scoutmasters).

Thanksgiving Day Good Turns.

DECEMBER — Entertain Orphans at their Home.

Meetings with Troop Committee.

Troop Christmas and Good Turn.

Note: Court of Honor sessions have not been included.

* If no indoor pool is available this must be done in summer.

Special Meetings

Many sorts of special meetings may be included in the yearly program of a troop to lend variety. Here are some of them:—

Parents' Night.

Troop Birthday Party.

Local History Night. (Oldest "Inhabitant," Mayor or other Public Official, Indian Legends of Locality.)

Good Turn Meeting. (Distribution of food, etc., at Christmas and Thanksgiving.)

"Choosing your Life-Work." (Talks by Business and Professional men.)

Scout Anniversary Meeting. (In accordance with the Headquarter's Program for Scout Anniversary Week.)

Father and Son Banquet.

Mother and Son Banquet.

Reunion of Former Scouts.

Special Jollification Meeting. (Hallowe'en Games.)

Church Attendance.

"Stunts" and Features

This is an age of specialization. The Scoutmaster who gets his troop to develop proficiency in some "stunt" a little out of the ordinary will easily retain the interest of his boys, provided this specialization is not carried to such an extent that the rest of the scouting program is neglected. Specialization is particularly valuable when the bulk of the troop are second-class and first-class Scouts. Once the feature is determined upon, the yearly program will, of course, be adjusted to suit.

Suggestions will be found under "The Scout Troop and Patrol," pages 185 to 205.

SKELETON PROGRAM (Use this for Reference)

	MATERIAL. Alternatives. Select what you want.	WHAT IT IS.	WHERE TO FIND. Information and ideas.
BEFORE ASSEMBLY	Free Games, under Patrol Leaders. Examinations. Distribute Library Books. Collection of Dues.	Action and Recreation. Instruction. "Business.	Pages 333 to 353, also Handbook for Boys. Requirements, pages 157 to 183. Bibliography, page 427. See page 194.
OPENING EXERCISES 5 to 10 minutes.	"Assembly" by bugle 7:30 P. M. Flag Ceremony. Inspection. Reading of Good Turn Reports. Repetition of Scout Oath or Law. Prayer.	Inspiration. " "	Page 39. Page 73. Page 73. Page 31.
BUSINESS Usually 5 minutes or less. Never more than 20 minutes. May be omitted.	Roll Call. Announcements. Discussion.	Business. "	Page 72.
DRILL Not more than 10 minutes. May be omitted.	Formation Drill. Setting-up Drill. Staff Drill. Signaling Drill. Stretcher Drill.	Action and Instruction. " " " "	Pages 355 to 359. See Handbook for Boys. See "Manual of Customs and [Drills," Page 114. See "Litter Drill," U. S. A.

INSTRUCTION 10 to 45 minutes.

By Troop.
(Scoutmaster or Expert.)
By Group.
(Patrol Leader and Scout Ex-
perts.)
By Patrol.
(Patrol Leaders.)
Games and Contests.
Quizzes and Practice.
Examinations.

Instruction.

"Scoutcraft," pages 87 to 155.

(Sometimes also
Action and
Recreation.)

"Requirements," pages 157 to 183.

GAMES AND CONTESTS 10 to 30 minutes.

Between Scouts.
Between Patrols.
Instructive Games.

Recreation and Action.
(Often also
Instruction.)

"Games," pages 333 to 353.
"Contests," pages 319 to 331.
"Scoutcraft," pages 87 to 155.
Also Handbook for Boys.

CLOSING EXERCISES 5 to 10 minutes.

Final Announcements.
Yells and Songs.
Flag Ceremony.
Investiture.
Scout Oath and Law.
Scoutmaster's Minute.
"Taps" by Bugle. 9:30 P. M.

See "Scout Song Book,"
Page 39.
Pages 45 to 49.
Pages 31-34.
See page 79.

AFTER MEETING

Conference with Patrol Leaders
and other officers.
Meeting of Troop Committee.

Page 72.
Page 196.

NOTE: Especial care should be exercised in planning for activities on Friday, Saturday, or Sunday (or any time) where Catholics, Hebrews, and Protestants participate—to guard against those elements of program, of menu, etc., which might involve a question of lack of respect for the convictions of others in matters of custom and religion, as required by our twelfth Scout Law.

THE HIGHER PIONEERING

The face of the earth is a wide stretch of ground,
And the best of the world is forever unfound;
And new worlds galore, in their solitude dumb
Await the Columbus who never will come.
There are sights no one sees that await to be seen,
There are streamlets of silver and grottoes of green,
If you'll leave the high road — houses, people, and goods,
And the main-traveled turnpikes, and take to the woods.

Oh, the highways were built for the idle and blind, —
But I have an unexplored planet to find;
I must leave the worn road, I have no time to spare;
I have pioneer business to do everywhere.
There are oaks in yon forest no woodman has sought,
And their branches are loaded with apples of thought;
There thick tangled arches that span lonely streams,
Whose creepers are bending with clusters of dreams.

I want some good stories; my life has shrunk dry;
Let me talk with the earth and commune with the sky;
Let me list to the song that the pine giants roar, —
Ah, here's a new meter unheard heretofore.
The loud brook is babbling; I'll hush and draw near, —
Ah, news from old Nature I'm lucky to hear!
As down the loud gorges its rapids are whirled
It sings of the health of the life of the world.

Let me go where my Beckoner bids me stray, —
I will travel no path and no road for a day;
I will leave, too, the highways thrown up for the mind —
Where the Beckoner calls me I travel resigned.
By the base of the mount and the shore of the stream
I will think no man's thought and will dream no man's dream;
But in my wise freedom, I'll deem them as naught, —
And I'll dream my own dream and I'll think my own thought.

For why in these woods should I journey apart?
I go in these forests to find my own heart,
And leave the wide scramble for praise and for pelf
To hear the best things I can say to myself.
The footfalls of pavements are sweet to my ear,
And the roar of the city is music to hear;
Let a man meet with men: but his life is not whole,
Till he goes in waste places and talks with his soul.

Rank vines undiscovered, spring forth from its sod;
There are ungathered grapes in these Gardens of God.
There are arbors of silence for souls to rejoice,
Where we take off our sandals and wait for the Voice.
There are rivers of healing well worthy of quest;
There are mountains of Vision and valleys of Rest;
I talk, in their silent serenities curled,
With the soul of my soul and the heart of the world.

SAM WALTER FOSS

From the "Songs of the Average Man," copyright, 1907, by Lothrop, Lee and Shepard Co. Used by special permission.

CHAPTER V

SCOUTCRAFT

Alternative Methods

Principles of Instruction

The three requisites of instruction are Interest, Self-Activity, and Application or Use. The Scout's imagination and energy must be aroused and focused on the subject to be learned. He must participate personally in discussions, competitions, and drills. He must use his knowledge and apply it practically.

Interest

The prime requisites for holding a boy's interest are variety and action. Let nothing drag. Keep introducing ideas new to the boy. Give him demonstrations, drawings, maps, diagrams, models, photos to look at. Give him games that will instruct without his being conscious of the fact.

Self-Activity

To "educate" means to "draw out." By discussions and "quizzes," bring out what the boys know and let them teach each other. Then fill in the gaps in their knowledge.

Give them plenty of flags, ropes, tools, materials to handle and to use and the boys will use them. Give them a chance to do something.

Application

Be sure to relate every bit of instruction to its practical use. The ability to tie knots is worthless unless the Scout also knows when and how to use them.

Note: This chapter aims to furnish methods for giving Scout instruction. It tells how to teach, but not what to teach. The material of Scoutcraft is to be found in the Boys' Handbook and in recommended text-books.

The province of this book is to make clear the theory of the Scout program and to present methods for "putting it over."

METHODS OF SCOUT INSTRUCTION

The methods of instruction listed below are arranged approximately in the order of their interest — appeal to boys. Games head the list and Book Study brings up the rear!

This does not mean that Book Study, Lectures, and Recitations are not to be used. They have a real value in perfecting and completing knowledge of a given subject.

Each subject should be introduced as attractively as possible. Let the boy learn the elements of each subject through Play, Competition, Dramatization, and Experiment. He will absorb knowledge unconsciously and his interest will be gripped. Then, make his knowledge definite, using the more formal methods of instruction.

THE NINE METHODS

Play

Many good games also give instruction in Scouting. For example, "Hare and Hounds" (see Handbook for Boys), is perhaps the best method of teaching tracking.

Competition

Competition — against time, against each other, and between teams — may be utilized in practicing most of the Scout requirements. If no other kind of contest can be imagined, it is always possible to have a competitive "quiz." (See below, "Recitation.")

Competitive Method for Teaching Bandaging.

C. F. Smith, Teachers College, Columbia University.

Scouts are paired off, each pair has one triangular bandage. Instructor demonstrates head bandage slowly. Then, "Do it with me." He repeats bandage, step by step, Scouts following. Then, "Try it alone." A Scout who fails drops out of the group to practice under tutelage of one who knows the bandage.

Repeat until all have learned bandage. Then, "Tie your bandage before I count ten." Then, "Tie bandage before I count five." Then, "See who can tie bandage the quickest. Go." Then, relay bandage tying. See page 111.

Dramatization

Dramatization is the best way of presenting first aid problems. See page 110.

The use of compass, signaling, and life-saving may also be impressed vividly on the boy's mind by a realistic staging.

Experiment

Fire-building, cooking, and many other activities the scout will learn best by trial. His very mistakes will teach him. The Scout may devour gleefully a soggy pancake, but an hour later he will be much less enthusiastic, and the next time he will use more care in his cooking.

Actual use of Scoutcraft is the best means of practice. The way to learn Craftsmanship is to make articles. The way to learn map-making is to make maps. And so on.

Observation

Many subjects will depend, in whole or part, on observation. Bird Study and Forestry are among those largely dependent on the Scout's observation.

Demonstration

Charts and blackboards may be used to illustrate a subject such as map-reading or the use of the compass. Models, photos, and drawings are often useful, as in nature study.

Motion picture films and lantern slides, which may be secured without cost through University Extension Centers, may be used to advantage in teaching Safety First and many other subjects.

A demonstration by experienced Scouts is one of the best ways of presenting signaling and first aid.

Recitation

Discussion among themselves will bring out and strengthen the boys' knowledge of such subjects as

hiking technique. Each boy will have an "idea" of his own.

One of the best methods of review is the use of competitive quizzes, such as the following:

"Spell-down." Scoutmaster and instructor ask questions of increasing difficulty. Each Scout falls out as he fails to answer.

"Inter-Patrol Quiz." Two patrols "quiz" each other alternately. Scoutmaster to decide on the fairness of questions and keep score of correct answers.

"Scout Baseball."

Four bases and a pitcher's box are marked out, as far apart as the space available permits, with players' benches on either side of the home plate. A brick or a chalk mark is sufficient, as the game is a mental rather than a physical one. A list of questions has been made up beforehand, all of which any Scout in the troop should be able to answer. Two captains are selected who choose up for sides and for "ins" and "outs." The Scoutmaster or a patrol leader acts as umpire.

The play is begun by the pitcher "pitching" one of the questions on the list that has been prepared. The batter "takes a swing at it." If he answers correctly, it is a "hit" and he goes to first base. If not he is "out." Three "outs" retire the side and the opposing side comes to bat. Base runners are advanced by being forced. If three men get on base, the pitcher is considered as being "batted out of the box" and a substitute is put in. A new pitcher is substituted each inning. Only runs count in the score.

The code of questions used must be revised as the players advance in skill. For instance, for beginners in Semaphore signaling, only the first seven letters may be used at the start. Then as the players become proficient a few more letters may be added at a time until finally the batter is sending words or messages.—Chas. F. Smith.

Lecture

Talks by competent men, if not too long-winded, are always welcomed by the Scout. The Scoutmaster can himself make clear to the Scout by short talks the reason for various things, for example, the thrift requirement.

Book Study

When the Scout desires to study thoroughly a subject he will have to refer to text-books. He should be guided in his search for books and encouraged in his research. Such technical subjects as Wireless Telegraphy could never be taught in the meeting, but the boys can study them up outside.

BASIC ELEMENTS OF SCOUTCRAFT

The Tenderfoot requirements of handicraft (knots), patriotism (flag), and ideals (oath and law) are the prerequisites of scouting.

The second-class requirements, including woodcraft, campcraft, first aid, signaling, and thrift, may be called the basic elements of scoutcraft.

ELEMENTARY WOODCRAFT

The OUT OF DOORS — with its beauty and its mystery, its towering trees and fragile flowers, its little people in fur and feathers, its beckoning trail and its cooling springs, its warming sun by day and its guiding stars by night — calls to the boy. Woodcraft — a knowledge of forest phenomena and how to handle them — is a prime essential of the Scout program. The following three out door activities introduce the Scout to the lore of the woods.



THE OUT OF DOORS

TRACKING



SNOW-TRACKING, SCOUTS OF WEBSTER CITY (IOWA)

Aim

A sharpening of the eye and a quickening of the wits — observation, concentration, and deduction — are demanded by tracking and its allied games.

Place in the Program

Scouting, stalking, tracking — call it what you will — was a basic idea of the Boy Scout Movement as originally planned by Sir Robert Baden-Powell. The tendency of Scoutmasters has been to underestimate the importance of this phase of the program.

Tracking merits considerable emphasis. It can be taught largely by games interesting to the Scouts. Every hike should furnish an opportunity to practice the following of a trail. It correlates with nature study.

Leadership

When possible a backwoodsman — a ranger, a trapper, or a guide, should be obtained as instructor.

Precautions

The greatest danger is that it will not be emphasized sufficiently. Do not substitute "Parlor Scouting" for this valuable educative outdoor activity.

In laying the trail, do not deface God's out-of-



PAPER CHASE

TRACKING

doors. No trees should be blazed. Paper trails should never be laid in parks or in woods used as picnic grounds.

Alternative Methods

Play:— 1. "Hare and Hounds." This game may be played in a thousand variations. It is always an enjoyable game IF sufficiently varied. The trail may be laid in the following ways—

Paper (in the city, "Chalk the Arrow"), Beans, Whiffle Poof, Tracking Irons or Baseball Shoes, Foot prints of persons and animals in snow, sand, or mud.



A WHIFFLE POOF

Competition:— The following contests described in the Boys' Handbook train boys in observation:

- | | |
|--------------------|-------------------------|
| 2. "Stalking," | 5. "Kim's Games," |
| 3. "Shop Window," | 6. "Morgan's Game," and |
| 4. "Scout's Nose," | 7. "Far and Near." |

Observation:—8. Track Memory (see Handbook for Boys).

9. By studying on every hike the tracks of persons, horses, wagons and automobiles the Scout will learn to read tracks correctly. He should tell at a glance whether a man was walking or running or whether a horse was walking, trotting, cantering, or galloping. In following a horse's tracks, note the difference between the impressions made by the hind and the fore feet. Tracks of different horses vary. Tracks of some horses will differ when the horse is being held in or being given free rein. Impressions of a horse's feet are usually seen in pairs; and the impressions of the hind feet are smaller than those of the fore feet.

In making observations the following points should be noted:

1. Whether all tracks run in the same direction, and what the approximate compass direction is.

2. Whether there is any indication of the number of men or horses that have formed the tracks.

3. Whether the tracks are quite recent and are all of the same period. (Of course atmospheric conditions must be taken into account as tracks will be affected by rain, heavy dew or dry winds.)

4. Whether the whole party was moving at a uniform rate.

5. Whether the tracks of any wheeled vehicle are visible, and if so, whether heavy or light.

6. In what formation the party was moving.

7. Whether any side tracks leave the main trail at any point.

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* "Boy Scouts' Hike Book"—Edward Cave.

* Note:—In regard to this and all following bibliographies, it must be kept in mind that the "Handbook for Boys" is the best textbook for almost all Scout activities and that the pamphlets on the Tenderfoot, Second-class and First-class Requirements are next in importance. Books starred (*) are sold by the Scout Supply Department.

SCOUT'S PACE



LEARNING THE PACE

FOR USE IN EMERGENCIES

Aim

Scout's pace is designed to provide a gait which enables boys of Scout age to cover long distances speedily in case of emergency. It may also be used for measuring distances. It demands bodily stamina and self-control.

Place in the Program

It should be learned thoroughly and practiced from time to time; it is not a major activity.

Precautions

The whole value of the test will be lost unless the Scout fulfills accurately the requirements, as defined on page 166. This is not a speed test.

Alternative Methods

Experiment:—Is the only practical method of learning Scout's pace.

1. Measure a half-mile course near the troop head-



PRACTICING SCOUT'S PACE

quarters and take the troop over the course and return in a body, showing them how it should be done.

2. Use Scout's pace occasionally on hikes.

Competition: — May be utilized to make the practice more interesting.

3. Have the Scouts start one by one at intervals and go a measured mile. The one doing nearest to twelve minutes flat wins.

4. Have a group do Scout's pace for twelve minutes, stopping at a signal. The one nearest the mile mark wins.

5. Inter-patrol relay race. Teams of eight posted along a measured mile. The patrol which finishes nearest to twelve minutes flat wins.

Observation: — 6. Every Scout should know the length of his pace and his average walking speed.

Lecture: — 7. Point out that Scout's pace may be used to measure distances. Explain the value of such a pace enabling the covering of long distances quickly without undue exertion.

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COMPASS



THE PARROT METHOD

THE PRACTICE METHOD

Aim

A sense of direction and a knowledge of the use of the compass should be taught by Scout training.

Place in the Program

Upon the compass is based map-making and path-finding. Hence it is important that the Scout understand compass directions thoroughly, including degree reading, before taking up the more advanced work. It should be studied several times until sufficiently understood.

Precautions

Beware of making this test purely indoor memory work. A knowledge of the compass is valueless if it cannot be applied practically in the open.

Alternative Methods — Compass

Demonstration: — 1. Present the compass analytically, making clear the relationship of the points.

Use blackboard or charts.

2. On a hike, lay out the compass points on the ground, using sticks or staves or stones.

3. Have each Scout draw a compass, indicating the 16 points.

4. On a hike, show how to use a compass to orient a map and to take bearing.

THE COMPASS

THE COMPASS POINTS

HOW NOT TO LEARN

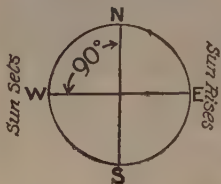


NORTH
NORTH-NORTH EAST
NORTH EAST
EAST NOR —
ETC.

HOW TO LEARN

1

GET THESE FOUR
POINTS FIRST

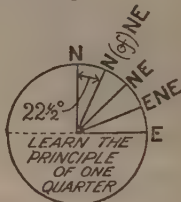


2

THEN THESE
FOUR



3



BOX THE
COMPASS
BACKWARD
OR
FORWARD
FROM ANY
POINT



NAME ANY
OF THESE
POINTS

THE USE OF THE COMPASS



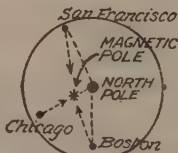
CARD NOT
TURNED

The needle always points to the
MAGNETIC NORTH

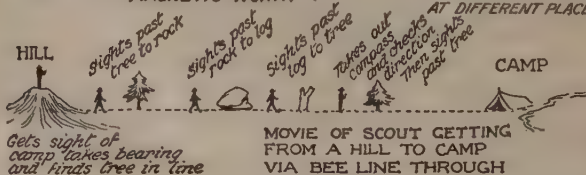
MAGNETIC
NORTH



CARD TURNED
PROPERLY



THIS SHOWS THE
REASON FOR THE
VARIATION AND
WHY IT IS DIFFERENT
AT DIFFERENT PLACES



MOVIE OF SCOUT GETTING
FROM A HILL TO CAMP
VIA BEE LINE THROUGH
THE WOODS

Play:—5. "Compass Stage Coach." Sixteen boys take positions corresponding to compass points and change positions as called by another Scout. Mistakes penalized.

6. "Living Compass." Sixteen boys lie with feet touching. Each one raises himself when his point is called. Mistakes penalized.



"NORTH-NORTH-EAST!" "HERE, SIR"

7. Other compass games can easily be devised.

8. The Treasure Hunt, as described in the Handbook for Boys, should depend largely or entirely on compass directions.

Competition:—9. Have a competitive "quiz" on the compass points and questions about its use.

10. Face boys north, then see which can point most quickly in various directions.

Observation:—11. Let the Scouts try to find their way across country, using natural phenomena as guides, such as the sun (the stars if at night), prevailing winds, moss on trees, landmarks, etc.

Experiment:—12. With the consent of the parents, take a boy blindfolded into the woods and "lose" him, of course keeping an eye on him. Leave him a compass to find his way out.

13. In the meeting room or in a yard, give the boy a map (diagram) of the place and a compass, partially blindfold him so that he can see only the compass and the diagram, and let him try to set his course from one point to another.

14. "Compass Hike." (See page 54.)

15. On a map, have Scout tell which direction roads run, what bearing from one point to another.

16. Use compass to determine route on all hikes.

Lecture:—17. A talk on the compass can be made interesting. Explain magnetic variation, degree-reading, the effect of iron and steel on the compass, give something of its history and describe the various forms of compass, including the gyroscope compass.

Demonstration:—18. Teach use of watch as compass.

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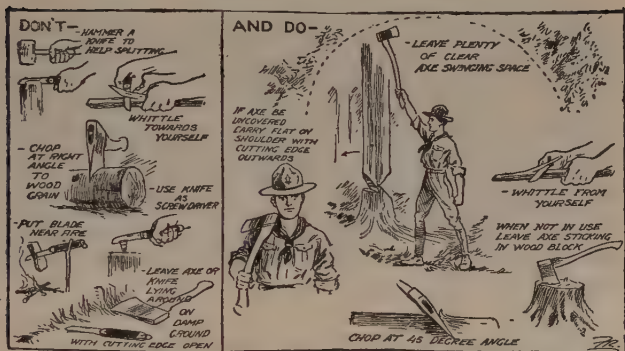
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* * * * *

ELEMENTARY CAMPCRAFT

The Scout—like the pioneer of the frontier—must be able to live in the open. He must be able to shelter himself from the weather, to secure his own fuel, to prepare his own meals, in short, to "set up housekeeping" in the woods. The three following outdoor activities prepare the Scout for camps and long hikes.

USE OF KNIFE AND HATCHET



THE USE OF KNIFE AND HATCHET PRESENTED GRAPHICALLY

Aim

The trained Scout should know how to handle ordinary tools properly. Above all he should never use them in a way liable to cause accidents or damage property. This training involves care, accuracy, and thoughtfulness for the rights of others.

Place in the Program

The proper use of knives and hatchets is one of the first things to be impressed on Scouts. On every hike it should be reiterated. Once learned, it should never be forgotten.

Precautions

It is dangerous to let a bunch of untrained boys loose in the woods with hatchets and knives. They are certain to hack recklessly at everything in sight, thus ruining forever the good name of the Boy Scouts in the region. It is quite possible that one of them will cut himself, thus spoiling his parents' confidence in the Scouts. Make sure the boys understand the ordinary precautions to be observed in the use of such tools before they are allowed to handle them.

In many districts only patrol leaders who are second-class Scouts are allowed to carry hatchets of their own.

Alternative Methods

Lecture:— 1. You will find the Scout all too eager to use a hatchet. Introduce the subject by a short, pointed talk about the proper use of knife and hatchet. Use the rules given in the Handbook for Boys for text and explain the reasons for them. Do not omit to mention the necessity of keeping the blade clean and sharp.

Recitation:— 2. Have the Scouts discuss why the rules should be observed.

3. Hold "quizzes," preferably competitive, to determine the Scouts' knowledge of the rules.

Demonstration:— 4. The next step should be a demonstration either by the Scoutmaster or by an experienced axeman. Then let the Scouts practice themselves on dead timber.

Experiment:— 5. Once the Scout has a clear conception of the ways a hatchet (or knife) should and should not be used, he should be encouraged to practice its use. The Scoutmaster should be on the alert to correct any misuse of the tool.

Competition:— When the Scouts have proven a thorough comprehension of how **not** to use cutting tools and have acquired a certain degree of skill contests may be introduced to encourage the development of greater skill.

6. A wood-chopping contest at camp will help provide wood for the kitchen. Give each contestant several logs of approximately equal size and toughness to cut and split into stove-wood. The first one finished wins.

7. When a sufficient number of dead standing trees of about the same size can be found, a tree-felling contest may be held.

8. Have a contest in chopping tent pegs.

9. Have a contest in carving paper-knives.

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FIRE BUILDING

REFLECTOR FIRE

STAR FIRE

HUNTER'S FIRE

Aim

A boy who cannot build a fire properly is no Scout. A boy who lets a fire spread so as to endanger property is no Scout.

Place in the Program

Building a fire is one of the first things a Scout will have to do when he goes on a "hike," so it is best that he learn the proper way of building a fire at the start. After a certain amount of supervised practice, the Scout will become sufficiently proficient to be put on his own responsibility. Fires will be built on every hike. It will pay to vary the types of fires as much as possible.

Precautions

Millions of dollars worth of damage is caused each year by camper's fires not properly extinguished. Therefore the Scout should be taught that the first thing to remember about a fire is the last thing to do to it. **PUT IT OUT.**

Fires should be built on rocks or bare ground when possible. Otherwise leaves and the like should be carefully cleared away.

Alternative Methods

Demonstrations:—1. It is best to introduce the Scout to the subject of fire building with a demonstration either by the Scoutmaster or by an experienced Scout. Points to be emphasized are fireplace, relation to wind, tinder, necessity of having plenty

of wood in reserve, how to shelter match from wind, how to feed flame without jarring it out, how to get coals for a cooking fire, etc.

Experiment:—2. Some Scoutmasters prefer the method suggested by Richardson and Loomis.

“First allow the boy to lay his material in his own way and light it. Then, after commending him for anything he may have done properly, show him his mistakes. Let him then begin anew and teach him to proceed carefully, first by selecting and arranging small dry twigs and grass, then shavings, small branches, and sticks.”

3. Frequent practice in building fires for the preparation of meals will teach the Scout better than any other way. Always have an eye open to correct any mistakes on his part. Have him try out various types of fire places.

4. Have the Scout build different types of fires.

Competition:—5. Water Boiling Contests. See page 322.

6. Fire by Friction Contest. See page 321.

7. On arriving at camping spot, all start at a given signal to collect wood without using an axe and build a fire, using not more than two matches.



STONE HEARTH
FIRE

FIRE IN A
HOLE

TRENCH
FIRE

COUNCIL
FIRE

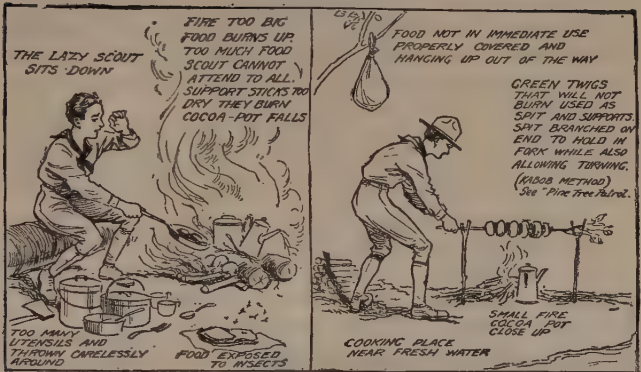
Fire Pictures — courtesy of Professor Charles F. Smith of Columbia University.

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COOKING



THE DIFFERENCE BETWEEN MUSS AND "MESS"

Aim

A Scout "hike" is distinguished from a picnic by the fact that mother does not put up a lunch. A Scout must be able to take care of himself, gastronomically as well as otherwise.

Place in the Program

On every hike each Scout should cook his own meals, with the supervision and advice of the Scoutmaster. He should try all sorts of dishes so that in time he will have a working knowledge of the essentials of camp cooking.

Leadership

Some Scoutmasters have the Scouts' mothers give preliminary instruction in the technique of cooking.

Precautions

Indigestion is to be avoided. Hence the Scoutmaster should be constantly on the watch lest the boys become impatient and eat their food but half-cooked. He should restrain them from attempting difficult dishes without sufficient experience.

Alternative Methods

Demonstration: — 1. It is wise to give the Scouts some preliminary understanding of the basic prin-

ciples of cooking before they try to do any cooking for themselves. The points to be covered are — "Heat from coals, light from flames," how to tell when meat or vegetables are cooked, and so on. Show them how to broil meat on a green stick and how to roast potatoes in the coals.

2. Some Scoutmasters have had the Scouts' mothers show the boys how to cook various dishes in a kitchen, after which the boys made the same in the open.

3. A cooking school in the church kitchen is another possibility when outdoor opportunities are limited. Domestic Science teachers have conducted for Scouts special classes in cookery.

Experiment:—

4. **Continual practice in preparing meals on hikes** will be the usual method of increasing the Scouts' culinary ability. Make sure that he varies his dishes so as to have a wide range of experience.



A JUICY SLICE IN THE OPEN

(Culver School of Woodcraft, Ind.)

5. When sufficiently skillful, have the Scouts cook and serve a dinner to their parents.

Competition:— 6. Flap Jack Contest. See page 327.

7. Have a contest for making the best "twist."

Observation:— 8. Take the troop through a large hotel kitchen. They may pick up some ideas.

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OTHER ESSENTIALS OF SCOUTCRAFT

A trained Scout must be ready to meet emergencies. He must be prepared to give intelligently first aid to the injured.

He must be able to signal messages if the need arises.

Further he must know how to earn money and how to save it.

* * * * *

FIRST AID TO THE INJURED



SEEING -- DOING. WHICH IS BETTER?

Aim

The training in first aid to the injured is a most practical feature of the Scout program. It should enable the Scout to intelligently and immediately give assistance in case of accident. It drives home the Scout ideal of service.

Importance

First Aid requires very careful study. Most Scoutmasters devote more time to this than to any other single subject and with reason. It may mean the saving of a life. A "quiz" or a review at least once a month should be employed to prevent the Scouts' forgetting what they have learned. Every Scout should know how to perform artificial respiration.

Leadership

A doctor, preferably one with recent army or hospital experience, may teach this in part. Experienced Scouts, however, may make good instructors.

Dr. N. B. Cole suggests that the doctor should, however, **not** be asked to give a talk on "First Aid" — but rather on some one or more definite, specific, limited topics, such as spiral reverse bandages or treatment of burns, etc., etc.

Precautions

First Aid should be seriously and thoroughly taught but it must be interspersed with other things so as to avoid monotony. It should never be over emphasized to the exclusion of the other and equally important phases of the Scout training.

Remember, first aid means first aid and that only. It does not mean teaching the youngsters hospital technique nor does it mean supplanting the doctor. Make sure the boys understand that first aid is for use only in emergencies and only until a doctor can arrive. What it should do, and all that it should do is —

1. Relieve the patient.
2. Prevent aggravation of the injury.
3. Prepare for the Doctor.

General Precautions

I. Avoid medical names or technical terms.

II. Remember to always send for a doctor. This gives the Scout more confidence to go ahead as preliminary to the professional assistance which he knows is coming.

III. An important part in first aid consists in making the patient more comfortable in mind as well as in body so that he will be in a favorable mental, as well as physical, attitude to profit by the physician's treatment later.

IV. Teach the boy in accidents not to be self-conscious regarding his own importance, but to do the definite, reasonable thing in a quiet and effective way.

V. Teach the boy that natural means must often be improvised in giving aid when prepared bandages and medicines are not available.

Second Class Requirements

VI. Shock:—This condition is a dangerous injury of the nervous system, and the less the Scout does, the better, beyond insuring quiet, rest, and warmth with the least possible movement of the patient.

VII. Fractures:—Teach that the fracture is never to be set by a Scout; simply to be placed in a position to guard against further damage.

VIII. Wounds:—Teach that bleeding may be stopped in a very large proportion of cases by simple direct pressure, and do not allow the boys' minds to become obsessed with the idea of the tourniquet. Teach also that it is better to leave a wound uncovered than to apply soiled dressings, such as handkerchiefs in use.

IX. Transportation of the Injured:—Teach first that injured people are not to be transported at all, except in cases of absolute necessity. It is much safer to leave the patient where he is, making his surroundings as comfortable and safe as possible, until the arrival of a physician or ambulance. If the patient must be carried, teach that this must be done by two or more Scouts, and that one boy alone should never attempt it, except in desperate situations.

X. Bandaging:—Teach that first aid bandages are intended simply to hold dressings in place until removed by the doctor, and, therefore, should be useful and reliable rather than ornamental. Teach that the triangular bandage is the essential first aid bandage, as it can be improvised from a large variety of materials easily obtained. Teach that all dressings and bandages must be clean.

First Class Requirements

XI. Dislocation:—Teach that Scouts are not to attempt to reduce dislocations other than those of the fingers and toes, and these only by straight, firm, careful extension.

XII. Unconsciousness:—Do not confuse boy's mind with a large number of different causes of unconsciousness; simply teach him to recognize the color of the face and treat accordingly as to position, etc. Do not dwell at any length on differences of pulse, respiration or other physical signs which should only be recognized by a physician.

XIII. Poisoning:—Never under any condition teach specific antidotes. Confine the treatment to dilution of the poison, its removal by vomiting, and the treatment of the resultant shock.

XIV. Artificial Respiration:—Do not confuse the boy's mind with the names "Sylvester" and "Schaefer." Speak of the former as the "arm method" on back—to be avoided—and teach the latter as the "rib method" on face—to be used, and the boy will never get them confused.

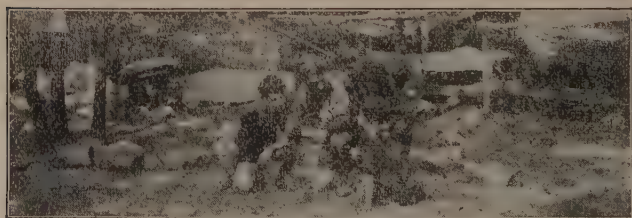
Dr. Fredrick H. Wilson.

Alternative Methods

1. Introduce first aid to the Scouts with something tangible. Show them the fireman's drag and lift, and other ways of transporting the injured. Next teach them a few simple bandages, and have plenty of bandages so that all can try. Finally introduce the more technical features.

2. Have a doctor give four to six half hour lectures, using charts and demonstrating bandages. Each lecture to be followed by fifteen minutes of discussion and quizzes. At the next meeting the Scoutmaster demonstrates methods of carrying injured, and has the Scouts practice them. After a thorough review the Scouts take their examinations.

3. When a troop contains a large percentage of advanced Scouts, it will be necessary to adopt the method of group instruction. Have your Assistant Scoutmaster or an experienced Scout instruct those who want to study first aid. If necessary, borrow an experienced Scout from another troop. Refer the students to the Boys' Handbook and other text books.



PRACTICE MAKES PERFECT

Dramatization:—4. Some Scoutmasters teach first aid entirely by this method. Have a "fake kit" with bottles containing colored water instead of the usual medicaments. Then dramatize typical accidents, as follows:

"The boy has been run over by an auto. His hand is bleeding, his leg is broken. Treat him."

"Imagine this is a crowded room. This boy has fallen over unconscious. What would you do?"

Introduce such problems frequently at meetings and on hikes. Have the boys use the "fake kit." Also make them treat imaginary cases without a kit, using improvised bandages, stimulants, etc.

Correct their mistakes, always explaining clearly the fundamental reason behind their fault.

Note: Mr. F. C. Irwin tells of the "Railway Wreck" game used in India: — Two groups — half as injured — injuries marked on tag — other Scouts on signal treat these supposed injuries.

Competition: — 5. First Aid Game (Boys' Handbook).

6. First Aid Race. See page 320.

7. Rescue Race. See page 320.



FIRST AID CONTEST AT A DETROIT (MICH.), RALLY

8. Relay Races. Teams of eight. Each Scout in turn to apply triangular bandage to head of next boy on his team. Bandage must be approved by

Scoutmaster before next boy can start. Speed event.

Any other bandage, carry, or method of treatment can be substituted.

9. Competitive "quiz" or "spell-down" on first aid questions. The Scoutmaster can readily devise a method to suit his own conditions.

Demonstration:—10. Trace on blank lantern slides diagrams showing methods of applying bandages. Project on screen for Scouts to see and then PRACTICE.

11. Have several experienced Scouts, from your own or from another troop, give a demonstration of bandaging and carrying injured. Then PRACTICE.

Observation:—12. Take your Scouts through a hospital.

Experiment:—13. Have each Scout assemble a small first aid kit for his own use. Have each Scout carry a bandage on every hike.

14. In camp, have Scouts take turns acting as hospital orderlies. As far as possible have them give the treatment under the direction of the camp surgeon.

Recitation:—15. At unexpected moments, on hike and in meetings, have short discussions and quizzes on first aid.

Book Study:—16. Refer the Scouts to the Handbook for Boys and the various First Aid Manuals. Encourage them to study the subject.

Note: For advanced Scouts there are the Scout Emergency Units under the Red Cross. In some localities the Scouts cooperate practically with the hospitals.

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- * "First Aid for Boys"—Cole and Ernst

SIGNALING



WHICH IS THE "REAL STUFF"?

Aim

A knowledge of signaling has potential value for emergencies. But its greatest value to the Scout is the mental training it gives, exercising quick and correct observation and memory and demanding concentrated attention. It appeals to boys because it gives them a semi-secret means of communication.

Place in the Program

With woodcraft, campcraft, and first aid, signaling is one of the "Big Four" of Scout activities. It should be practiced repeatedly,—two or three times a month at least.

Leadership

Expert leadership is advisable. A national guardsman or a former member of the signal corps should be secured if possible. Trained Scouts should be utilized.

Precautions

Signaling, like every other activity, loses its value if slurred or sloppily performed. It must be thoroughly learned, practically applied, and persistently practiced. Once the Scouts have passed the elementary stages, they should do as much receiving

as sending. Do not keep the Scouts at signaling more than half an hour at a time lest they tire of it.

Alternative Methods

The essential in teaching signaling is to have at the troop headquarters FLAGS, FLAGS, lots of FLAGS.

Developing Interest

Demonstration

1. Many Scoutmasters find that a demonstration and practice in the field of the whistle and gesture signals given in the Handbook for Boys is a good way of introducing signaling. It catches the boys' interest.

2. In meeting, show trick methods of signaling — tapping fingers, winking eyes, etc. By story and anecdote, bring out the romance and the importance of signaling.

3. In the field, demonstrate the principle of choice of background. Relate this to war camouflage.

Teaching the Code

4. Scoutmasters or instructor goes through first five letters with class following several times. Then class goes through alone several times. Then class gives letters as called for. Then individual Scouts



COLUMBUS (OHIO) SCOUTS LEARNING THE CODE

are called on to give letters. The same for the next five letters and so on through the alphabet.

When the whole alphabet is learned, have squad spell out short words and simple sentences.

5. Some Scoutmasters teach the codes by calling attention to opposites. Others insist that this saves little time and is apt to lead to confusion.

6. Utilize patrol leaders and experienced Scouts as instructors.

7. Prepare cards with the code symbol on one side and the letter it represents on the back. Have the Scouts make such sets and encourage them to use them for practice.

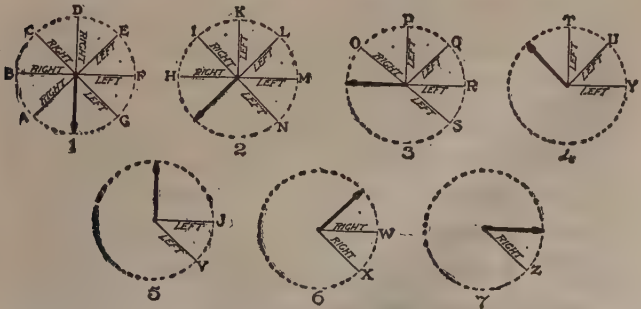
Experiment

8. Have each Scout write out a sentence using code signals, then pass to the next Scout who will decipher the message, referring to code if necessary.

9. Tell each Scout to utilize his spare moments in writing out the code for practice. Any letters which he cannot recall he should study carefully.

Memory Jogs

11. In teaching Semaphore, call attention to the Semaphore Clock.



THE SEMAPHORE CLOCK

CHARACTER	INTERNATIONAL OR CONTINENTAL MORSE	SEMAPHORE
	WIG-WAG <i>Sound. Flash. Sight. Wireless.</i>	HAND FLAGS
A	..	
B		
C		
D	...	
E	.	
F		
G	---	
H		
I	..	
J		
K		
L		
M	---	

CHARACTER	INTERNATIONAL OR CONTINENTAL MORSE	SEMAPHORE
	WIG-WAG <i>Sound. Flash. Sight. Wireless.</i>	HAND FLAGS
N	..	
O	---	
P		
Q	---	
R	...	
S	...	
T	-	
U		
V		
W		
X		
Y		
Z		



ACCURACY IS ESSENTIAL

12. Another scheme for teaching the Semaphore is given in the Merit Badge pamphlet on Signaling.

Developing Skill

Experiment

13. Have Scouts pair off and practice with each other at odd hours. Later develop teams of four to do long distance signaling from house-top to house-top or from hill to hill.

14. Practice signaling by groups in meetings and on hikes.

15. Use test sentences, containing every letter in the alphabet, such as:—

“The quick brown fox jumps over the lazy dog.”

“They provoked a quarrel by zealously mixing a few jet black cats.”

16. On a hike, divide the troop into two groups and direct their movements by signaled messages.

17. Have Scouts take turns sending to the group, which calls off the letters or records the message according to its skill.

Competition

18. Morse Signaling. See page 320.

19. Semaphore Signaling. See page 320.

20. Signal Tower Race. See page 323.

21. Signaling. See page 328.
22. Have signal relays as inter-patrol contests.
23. Have signaling "spell-downs."

Advanced Work

Experiment

24. Build a signal tower at camp and use it.
25. Establish signal relay stations between Scouts' houses.
26. Practice night signaling with flashlight, swinging lantern, or searchlight.
27. Try using G. S. code with whistle or bugle.
28. Use G. S. code for smoke signals.



SCOUT-BUILT SEMAPHORE
(Culver School of Woodcraft)

29. Make a mechanical semaphore and use it.

- | | |
|------------------------------------|----------------|
| 30. Make a helio-graph outfit. | } use in field |
| 31. Make a buzzer telegraph outfit | |
| 32. Make a field wireless outfit. | |

33. In advanced Treasure Hunt directions can be signaled from a distant vantage point.

34. In large games of Flag Raiding directions may be signaled.

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THRIFT

Aim

By earning and saving money to meet the Scout requirements in Thrift, the Scout develops a habit and a desire to conserve rather than to waste or destroy. He "learns the value of money." Further, the business experience, however small, gained in earning the dollar or two starts him thinking about his future vocation.

Place in the Program

Encouragement by the Scoutmaster will prove sufficient to cause the average Scout to earn and save his dollars. A few boys will require more definite aid. This activity will ordinarily take up but little time in the troop meeting.

Precautions

Make sure the Scout really earns the money. It requires no sacrifice to bank money wheedled out of Dad. The Scout should know what it is to earn money by his own labor.

Alternative Methods

Experiment: — 1. Many Scoutmasters and Scout Executives conduct "employment agencies" to connect boys with odd jobs by means of which they may earn their dollars.

2. Scouts have made articles of craftsmanship and sold them to meet this requirement.

3. Some Scoutmasters conduct banks wherein the boys may deposit five cents at a time.

4. In rural districts boys have earned their money by raising vegetables or domestic animals.

5. A "Thrift Hike" has been tried out successfully. Start the boys out with twenty-five cents and keep them out for several days. They must find enough jobs to pay for their food without begging. Often they return with more money than at the start.

6. Make apparent the larger aspects of thrift by

calling attention to careless waste of food at camp and thoughtless destruction on hikes and in meetings.

7. Some Scoutmasters have succeeded in having the parents put the boys on a budget basis.

Bibliography

"Success" — Charles M. Schwab

Note: The preceding nine activities cover the requirements for Second Class Scout, with the exception of Requirement No. 1, one month's service as a Tenderfoot. Obviously there can be no "Alternative Methods" of waiting a month.



SCOUT BUILT CANOES

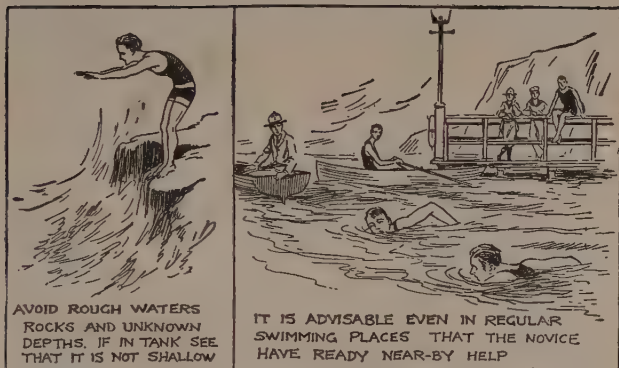
MORE ADVANCED SCOUTCRAFT

The second class Scout — as he studies to become a first class Scout — continues and enlarges his study of scoutcraft. He takes up more advanced first aid and signaling. He earns and saves another dollar. He cooks more difficult dishes.

He expands his knowledge of campcraft by making a long hike and by studying craftsmanship.

He increases his knowledge of woodcraft and outdoorcraft by practicing swimming, map reading and making, judging of distance and height, and by studying nature in its various forms.

SWIMMING



Aim

Everybody should know how to swim. It is the best all-around exercise. The knowledge of swimming may save a life. No boy can become a first class Scout until he has learned to swim.

Place in the Program

It is certain that a Scout troop without a summer camp is missing the best of it, and equally a summer camp without a place to swim is a mistake. "Hikes" should be taken to a beach or to a swimming hole. When an indoor pool is available, do not let the Scouts forget how to swim during the winter months.

Leadership

An experienced swimmer is necessary as instructor.

Precautions

The old-fashioned method of teaching swimming — throwing a lad into the water and telling him to sink or swim, is now in disrepute. It is absolutely

out of the question for the Scoutmaster. It is impossible to exercise too many precautions when teaching swimming, especially when the water is at all deep. The boys should not be allowed to over-do.

Alternative Methods

Start teaching your Scouts to swim as early as possible. Otherwise you will have some boys held up in passing their first class requirements in No. 1.

Demonstration: — 1. Some swimming instructors prefer to start with a land drill in the stroke. This may be done lying flat on the ground or across a stool or some other support.

Experiment: — 2. The first thing to do is develop confidence in the beginner. Prove to him that the water holds him up by getting him to try to dive to the bottom with his eyes open. It will do him good to realize there is a bottom.

3. If possible, get the Scout to plunge. This will show him that he can "plane" through the water.

4. The "trolley or fish-pole method" has long been used successfully.

5. Some start the beginner with "water-wings" and get him to learn to swim with them, then give him the "wings" more and more deflated until he can swim alone.

6. Beginners should always swim towards shore until they have developed confidence and skill.

7. A method for teaching any stroke. From Army and Navy Athletic Handbook, Dr. George J. Fisher. See pages 123 to 126.

Bibliography

- * "At Home in the Water" — Corsan
- "Swimming Culture" — Sheffield
- "How to Swim" — Capt. D. Dalton
- "Swimming" — E. T. Brewster
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LEARNING THE STROKE

SEVEN SEPARATE SIMPLE STEPS

Movements:

1. Submerge
2. Float
3. Plunge
4. Plunge and kick
5. Plunge and paddle
6. Plunge, kick and paddle
7. Breathe

Objectives:

- | |
|-----------------------------|
| Confidence |
| Confidence |
| Confidence |
| Confidence and coordination |
| Confidence and coordination |
| Coordination |
| Completion |

Step 1. Submerging

The beginner should get into the water at least waist deep, and if the lessons are taken in a large body of water, always face the shore.

Take a deep inhalation and execute a full bend with knees, thus submerging the entire body.

It is exceedingly important right at the beginning for the instructor to ascertain the beginner's attitude toward water, and this first step, if fear exists, will usually disclose that condition, for the person who is afraid of the water will hesitate and refrain from submerging the

entire body and if he does he will return to the standing position gasping for air, flinging the arms wildly about, and fear is written all over his countenance. This step must be practiced until all signs of fear are eliminated before proceeding to the next step. The demonstrator at this time should make clear to his pupil or class that it is absolutely impossible for the body to stay under the surface of the water, provided the lungs are inflated with air.

SUGGESTIONS

1. Right here it is well to teach your pupil how to come to a standing position, viz., bring knees to chest, push down with both hands. Most beginners reach for the bottom, flounder about and take in water, much to their discomfort. All of these little "trade tricks" are conducive to confidence.

2. Allow a beginner to hold his nose at first, if necessary.

3. Instruct pupil or pupils with regard to the absolute necessity of breathing through the mouth and exhaling through the nose. A beginner's progress is often impeded by lack of instruction in this regard, and vigorous inhalation of water through the sensitive nasal passages is extremely irritating and painful and tends toward discouragement.

4. After the pupils can submerge properly insist that they open eyes after emerging and count the number of fingers held up by the instructor or fellow student.

Step 2. Floating

After taking a deep inhalation bend the knees and clasp legs with arms and allow the body to float. The body will float and this will demonstrate convincingly that the body is buoyant and as a result the pupil will proceed with greater confidence.

Step 3. Plunging

THE MOST IMPORTANT STEP OF THE SIX; DO THIS AND YOU HAVE MADE YOUR START.

Secure a good purchase with feet on bottom of pool or with one foot against the side of pool, take a deep inhalation through the mouth and execute a straight plunge forward, with arms extended over head, face down in the water and legs extended behind.

If in clear water, urge the pupil to keep his eyes open in order to know that he is really making progress through the water. Oftentimes fear is due to the fact that a person imagines that large fish are swimming about him, and in addition to assuring him that he is making progress, it will also reassure him that no such animals are about. This may seem rather humorous, but many experienced swimmers are fearful for this reason. The instructor must eliminate everything that is detrimental to confidence.

In demonstrating the plunge, the instructor should point out the fact that the upper part of the body will never sink because of the buoyancy due to the air in the lungs and the natural floating qualities of the body. The average human body in the water will weigh anywhere from seven to ten pounds, and as demonstrated in Step 1, cannot sink, but just as soon as the momentum given by the push-off ceases, the legs invariably sink, and to overcome this, follow the instructions in Step 2.

SUGGESTION

The face should be kept down in the water, for if the head is bent back and the face is out of the water, the body will not maintain the necessary horizontal position.

Step 4. Kicking

Take a deep inhalation, plunge forward same as in Step 3, and in addition execute a propeller kick.

In this kick the hips are only slightly involved and the major motion is centered in the knees. Pronounced flexing of the thigh causes unnecessary friction, which retards forward progress, hence only a slow and easy alternate up, back, and down movement with the leg and foot.

Take Your Time. From this point to the end the instructor should frequently give this warning, for the beginner usually endeavors to speed up, which leads to muscular fatigue and shortness of breath, and the instructor should demonstrate with a very slow kick the simplicity and ease required to keep the legs afloat, at the same time developing a propelling movement forward.

When this Step is acquired the beginner is actually swimming, for swimming is the ability to move along the surface of the water in a definite direction. It is extremely important at this point for the instructor to inform the pupil who has made progress with this Step that he is actually swimming.

Step 5. Paddling

I prefer to call the hands and forearms your paddles rather than your oars, for the movement to be executed resembles the canoeist's rather than the rower's movements.

After taking a deep inhalation, plunge vigorously forward so that the body will maintain the horizontal position as long as possible, face in the water, with legs extended, and execute an alternate paddle by lifting the upper arm out of the water and reaching forward with the forearm flexed, using the palm and forearm as the face of your blade and keeping it at right angles to the surface.

The fingers must be kept together; and at this point it will be of great advantage to the beginner if he will keep his eyes open in order to watch the position of the forearm in the water, and to see that he is getting the benefit of the entire pull on his paddle from the elbows to the finger tips. He should also watch the bottom of the pool or lake to see how fast he is moving.

This paddle movement is a near approach to the crawl paddle and an improvement on the dog paddle, for the retarding friction caused by pulling the arm through the water is eliminated by bringing the arm out of the water. Remember that forward progress is caused by friction which propels the body forward, the progress is retarded by friction caused chiefly by thigh flexion and the forward movement of the arms through the water.

SUGGESTIONS

1. AGAIN AND AGAIN, CAUTION TO "TAKE YOUR TIME!"
2. KEEP YOUR PADDLES AT RIGHT ANGLES TO SURFACE.
3. WALK AND PADDLE IF NECESSARY AS A PRELIMINARY STEP.

Step 6. Paddling and Kicking

After taking a deep inhalation, plunge vigorously forward, face down in water, "take your time," and combine the paddle and the kick. **Caution:** Do not flex the thigh, and paddle with forearm extended at right angles to surface of water.

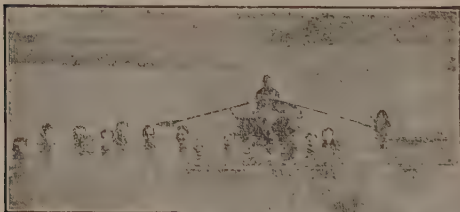
Get this and you have the mechanics of swimming. If confidence has been secured, but coordination is difficult, use water wings or a land drill in order that the pupil can concentrate on coordination.

Step 7. Breathing

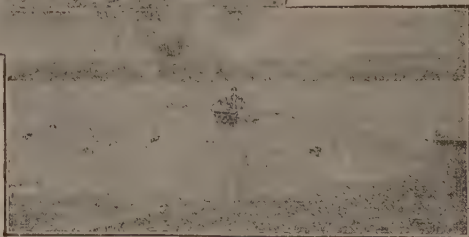
As stated in Step 1, the swimmer breathes through his mouth and exhales through the nose, and since the face is down in all of these steps, in order to elevate the mouth for inhalation purposes, press down with either the left or the right hand, or rotate the head to either side, lifting the face and mouth out of the water and quickly "bite off" a lung full of air, having previously exhaled through the nose air left in the lungs. Shortness of breath is caused by (1) fear of water, (2) movements too rapidly executed, (3) cold water.

The Advantages Offered by the Confidence Method

1. It provokes confidence and confidence produces the swimmer.
2. Many have actually been taught in one lesson.
3. It assimilates all strokes; discriminates against none.
4. The coordinations are dissected and simplified.
5. The use of water wings, pulley belts, and the aid of an instructor are entirely eliminated, as these supports are not directly conducive to confidence.
6. After this method has been demonstrated to a group of non-swimmers, the instructor can handle as many as can be accommodated by a pool or beach within the limits of his voice and vision.



"CALM"
Elmira, N. Y.



"STORM"

Note: The American Red Cross and the Y. M. C. A., the Y. M. H. A. and the K. of C. will generally cooperate with Scout officials in providing swimming facilities.

HIKING

Aim

Hiking alone or with a "pal" through strange territory demands initiative and self-reliance in the Scout as nothing else does. Moreover it satisfies the wanderlust of the boy.

Place in the Program

The lure of the open road—of the "Gypsy Trail"—calls to the boy and, together with camping and woodcraft, form the romance—the "bait"—of scouting. The week-end outings of troops—although often involving little or no actual walking—are commonly called "hikes" for this reason. But the real hikes are the longer trips of ten miles or more, made by a single Scout or by a group of Scouts.

Precautions

The fourteen-mile hike (1st Cl. Req. No. 4) should never be undertaken without sufficient preparation. For this and for any other long hikes, the Scouts should be prepared by shorter preliminary hikes. Besides this physical preparation, the boy hiker should have a knowledge of camping, cooking, and map-reading sufficient to take care of himself and should have given proof of self-reliance.



NEW YORK CITY SCOUTS RESTING BY THE ROADSIDE

Don't try to make a record for speed or distance. Soldiers on the march rarely average more than fifteen miles a day. When possible, the Scout should have a physical examination by a physician before undertaking a long hike. Scouts should always have parents' permission.

Alternative Methods

The troop hikes, described in Part I, Chapter IV, pages 51 to 64, will prepare the Scout for the long individual hike.

Prepare them by a graduated series of hikes as follows:

Short Saturday hikes (many).

Short overnight hikes (several).

Long troop hikes (few).

Overnight hike by twos, each pair camping out of sight of but within call of the others.

(On all these hikes teach them observation and "hike craft.")

Finally, the 14-mile hike to meet First Class Requirement No. 4.

Bibliography

* "Boy Scouts' Hike Book" — E. Cave.

"Packing and Portaging" — D. Wallace

"Camp Craft" — W. H. Miller



A MODEL AND A MAP

MAP WORK

Aim

The direct aim of the map-work part of Scout training is, of course, to enable the Scout to understand a map and to draw an intelligible sketch map for the guidance of another. It has a further value in demanding observation, accuracy, and a sense of proportion.

Place in the Program

Scouts should be trained from the start, as occasion arises, in the reading of maps. As they become more experienced they should make simple maps of their own. The advanced Scout will make maps of surprising accuracy.

Leadership

Map work is a rather technical subject. A man with army training in mapping, or, failing that, civil engineer or surveyor should be secured as instructor and examiner.

Precautions

The map-making, obviously, must always be from the Scout's own observation, not mere copying from memory of a familiar map. It is preferable for the Scout to map a small section of open country by himself rather than to attempt a long stretch which would be beyond his powers, such as a map of his 14-mile hike.

Alternative Methods

As nothing is given in the Handbook for Boys on map work, the Scoutmaster must use as text-books the pamphlets on the First Class Requirements and on the Merit Badge for Surveying, together with standard books on the subject.

Demonstration:—1. Beginning with their first hike, Scouts should be shown how to read a map. U. S. Geological Survey maps should be used when available.

2. Draw an imaginary map on the black board, explaining conventional signs used.

3. Make a model mountain of clay, then slice it horizontally, to demonstrate the meaning of contours.

Experiment:—4. Take a hike across country, following a course previously laid out. Have each Scout take turns leading the troop by the map.

5. Make a model of a piece of country, then have Scouts draw a map from the model. See page 128.

6. Have the whole troop or each patrol cooperate in making maps of frequently visited camping spots.

Competition:—7. See which Scouts can recognize or draw the greatest number of conventional signs.

Recitation:—8. In small classes questions on the map may be asked as follows:—

“How high is this hill?”

“How far from this town is this crossroads?”

“Mark a point three miles northeast of a given bridge.”

Demonstration:—9. Demonstrate the mechanics of simple map-making with ruler, compass, and protractor. Experts may be called in to show more technical surveyor's equipment and methods.

Experiment:—10. Have the Scout make maps of increasing difficulty, as follows:—

House and lot.

City Block, showing all houses.

Section of park.

Imaginary camp site; actual camp site.

Map of $\frac{1}{4}$ mile of road and 100 feet to each side.

Map showing hill (contour lines), stream or lake, and woods.

Final map for First Class Requirement No. 7.

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JUDGING

Aim

The ability to estimate with approximate accuracy distance, height, weight, etc., is of frequent practical value.

Place in the Program

As occasion arises the Scouts should be asked to judge distances, etc., and then measure them. In this way, they will gradually train the eye and prepare themselves to pass First Class Test No. 9.

Precautions

Be careful not to let this judging degenerate into mere guessing. The Scout should have some reasoned basis for his estimate.

Alternative Methods

Competition:— 1. Have contests in judging, each time ascertaining the fact before going on. Score by individuals and by patrols.

Experiment:— 2. On hike have the Scout estimate distances, then pace them off. Have him estimate height of trees, then measure by method given in Boys' Handbook.

3. Show the Scout how this can be combined with map work.

4. Hold a test in First Class Requirement No. 9 at least every two months. Have all Scouts who have not yet passed attend and make their estimates along with those taking the test, thus providing them with needed training.

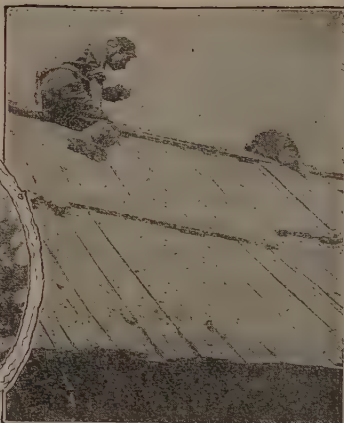


VERIFYING THE ESTIMATES

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SURPRISING
A HAWK



PHOTOGRAPHING
A PORCUPINE



STUDYING
TREE LEAVES

COMPARING
SHRUBS

NATURE STUDY

To Study Nature, go into God's great out-of-doors!

Aim

"To know Nature is to love her." If a Scout is to love the out-of-doors, he must recognize as old friends the trees, the birds, the animals that people it. Nature study will give the Scout a fund of future enjoyment.

The study of nature gives opportunity to develop habits of accurate observation and analysis. It awakens a sense for the beautiful. Finally, the tremendous trees and infinite detail of nature will be a convincing proof to the boy that "God's in his heaven."

Place in the Program

On every "hike" the Scoutmaster should call the boys' attention to this or that tree or plant or bird. Thus they will gradually come to know the out-of-doors intimately instead of regarding it as lifeless scenery.

Leadership

"Nature hikes" under the leadership of an expert should be held occasionally.

Precautions

Beware of presenting nature study in too dry and scientific a way, lest the Scouts come to regard it as a dull science instead of a fascinating study.

Alternative Methods

The one big method that overshadows and combines all others is personal instruction on every opportunity by the Scoutmaster or by an expert.

Stars

1. Using a star chart or black board describe to the Scouts several constellations. Then go out in a park or open space and find them.

2. Equip Scouts with small "flash lights" and group them to form a given constellation. At a signal they turn on the lights. This may also be used at a public demonstration.

Note: The word "hawk" on page 132 should read "magpie."

3. On over night hikes point out various stars and tell the legends about them.

Trees

4. Have Scouts collect specimens of leaves, wood, bark, fruit, etc., and identify them.

5. Have a troop museum of specimens.

6. Take "Tree Hikes." See page 53.

7. Take a "hike" to local museum.

8. Utilize experienced Scouts as instructors.

9. A lantern slide lecture may be used.

10. Have Scouts participate in tree-planting and gardening.

11. Have troop take "tree census" of locality.

12. Scouts may be awarded points for each tree identified. Run this as an individual and patrol interest.

13. See which Scout and which patrol can recognize the greatest number of trees from specimens, drawings or photographs.

Plants, Birds, and Animals

The methods given above can easily be varied to fit plants, birds, or animals.

Bibliography

Trees

* "The Tree Guide" — Julia E. Rogers

"Trees of the Northern United States" — Hough

* * * * *

"Trees, Stars, and Birds" — Moseley

Plants

* "Flower Guide" — C. A. Reed

"Field and Flowers" — Schuyler Mathews

"Field Botany" — W. P. Manton

Birds

* "Bird Guide" — Chester A. Reed

"Handbook of Birds" — Chapman

"Birds of the United States" — A. C. Appgar

"Primer of Bird Study" — E. Ingersoll

Animals

* "Wild Neighbors" — E. Ingersoll

* "Animal Heroes" — E. T. Seton

Stars

"Astronomy with the Naked Eye" — G. P. Serviss

* "How to Identify the Stars" — Willis Milham

HANDICRAFT

Aim

Handicraft means what it says;—developing craft—skills of the hands. It trains the boy in the use of tools, in the handling of materials, and in accurate, thoughtful striving towards a desired end.

Place in the Program

Craftsmanship should be utilized as far as possible in making equipment for the troop, such as tents, lockers, chairs and tables, a trek-cart, bird-houses, possibly a cabin, and the like. The Scout will frequently submit an article of craftsmanship for First Class Requirements No. 8.

Precautions

The boys should be warned to use proper care and technique in handling tools.

Alternative methods

1. Refer to "Use of Knife," page 102, for mention of whittled paper knives.

2. Craftsmanship may have a cash value and thus correlate with thrift.

3. The Scoutmaster will usually cooperate with the manual-training instructor in the local school.

4. Among the things which Scouts may make are: Furniture from boxes and odd lumber; Tin toys from tin cans; Chairs, chests, and tables for the meeting room; Trek-cart; Troop cabin; Canoes.

Bibliography

"American Boy's Handy Book"—Dan Beard

"Harper's Indoor Book for Boys"—J. H. Adams

"Indoor and Outdoor Handicraft"—Dan Beard

"Box Furniture"—C. Brigham

"Bent Iron Work"—P. N. Hasluck

* "Shelters, Shacks and Shanties"—Dan Beard

Note: The foregoing material covers all the first class requirements excepting No. 11 (practice of law) and No. 12 (recruit). Methods of vitalizing the Scout Oath and Law have already been given (pages 31 to 34).

The question of the recruit will usually solve itself. (See "Troop Meetings, page 74. Also, "Requirements," page 174.)

INTEREST MATERIAL

Besides the activities which are definitely covered by the Scout requirements, there are many things which may be included in the programs of meetings and hikes to give interest and which appear here as Interest Material.



"TREASURE ISLAND"

PHILADELPHIA (PA.) CAMP ON THE DELAWARE

GAMES AND CONTESTS



"MAKE IT SLAPPY"

Aim

Practically every game demands alertness and thus tends to develop quickness of reaction. Many games have additional values, such as physical exercise, humor (which doctors agree is healthful), development of particular senses or special muscles, companionship, and sportsmanship.

Place in the Program

Games and contests will be included in practically every meeting program. Much of the teaching and nearly all of the practice of the Scout Requirements should be done by games and contests. In addition, games will be frequently useful to put life into a meeting that tends to become wearisome.

Precautions

Do not make the mistake of understanding the phrase "Scouting is a Game" as "Scouting is Games." Not all its games can be for recreation alone. Some must teach.

Alternative Methods

See pages 333 to 353.

Bibliography

- * "Army and Navy Athletic Handbook" — Y. M. C. A.
- "Games for Playground, Home, School and Gymnasium"
— Jessie Bancroft
- "Indoor Games" — S. C. Baker
- * "Camp and Outing Activities" — Cheley-Baker

DRILL

Aim

Marching, signal, staff, stretcher, and gymnasium drills tend to develop certain habits involving self-control, coordination of mind and muscle, quickness of reaction. Neatness of person, correctness of posture, and group discipline are also sought.

Place in the Program

Many Scoutmasters find that five or ten minutes of drill each meeting tends to keep up the morale of the troop. Every troop should be able to present a respectable appearance in public.

Precautions

A Scout troop is not a military organization. Marching drill should never be allowed to supersede the other and more vital phases of the Scout program. Drill has an important but minor place in the program. **Keep it in its place.** Make the drill **SHORT AND SNAPPY.**

Alternative Methods

For the foot drill necessary to a Scout troop, see pages 354 to 358.

1. Devote five or ten minutes to drill in the meeting room.
2. Occasionally take the troop out in the street to practice.
3. On hikes practice the various commands.
4. Hold inspections at regular intervals.
5. "Retreat" and flag ceremonies in meeting should be done properly. See pages 39, 359.

Bibliography

- * "Manual of Customs and Drills" — Boy Scouts of America
- * "Infantry Drill Regulations" — U. S. Army

STORY-TELLING

Aim

The aim of story-telling is inspiration. Each story told the Scouts should focus on one man, one idea, one "hero," and on one salient fact in his life, be it achievement over obstacles, courage, service to humanity, or some other Scout-like quality.

Place in the Program

Every Scoutmaster can tell stories in his own words, even though he may never have tried it. Towards the close of a meeting and especially at the end of a camp-fire council, boys are receptive to the suggestion of a hero tale simply, briefly told. It will grip them and instil Scout ideals most effectively.

Precautions

In telling stories, be careful to select "live" subjects that appeal to boys. Don't make it too "goody-goody" and DON'T POINT OUT THE MORAL.

Alternative Methods

1. Stories are best told around a camp-fire. See pages 417 to 429 for suggested stories.

2. On a hike stories may be told during resting periods.

3. 100-word stories may be told at the close of indoor meeting. See Scoutmaster's Minute, page 79.

4. Occasional anecdotes of troop history will be well received.

Bibliography

* "Around the Fire" — H. M. Burr

* "Indian Scout Talks" — C. A. Eastman



CAMPING

Aim

The plain food, pure air, and vigorous exercise of camping build for health and happiness. The interdependence of a group of boys living in the woods far from the variegated distractions of modern civilization involves real democracy. Camp life brings a boy's faults into glaring relief; it therefore expedites their correction.

Place in the Program

Every Boy Scout should spend at least a week each summer camping in the woods. Troops under a local council should patronize the council camp going in a body under their Scoutmaster. Independent troops should endeavor to have summer camps of their own. On frequent "hikes" the Scouts will be trained in campcraft.

Leadership

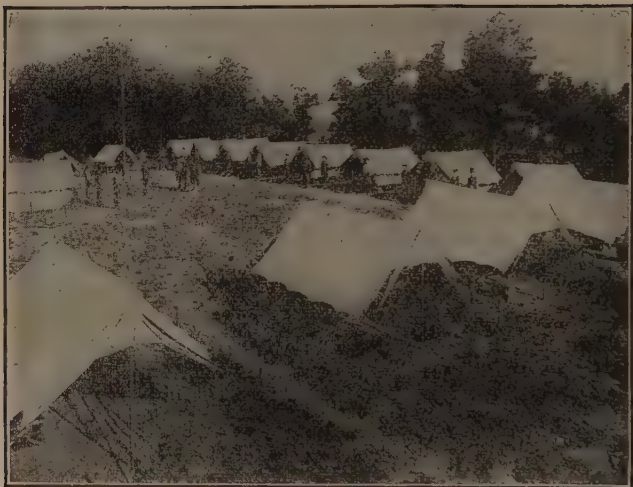
Adequate preparation and trained leadership is essential to a successful camp. The Camping Department of National Headquarters has published a folder enumerating the minimum requirements of a Scout camp for the guidance of Scout officials.

Precautions

Without the adequate preparation suggested above and outlined in greater detail in the chapter on "The Scout Camp," pages 371 to 415, a boy's camp may result in serious trouble. Improper shelter or food can cause sickness, inadequate supervision of the swimming may result in a fatal accident, and an insufficient program may give the boys a permanent distaste for camping.

Alternative Methods

Campcraft includes all the technique of making oneself comfortable in the woods. The fire-building, cooking, use of hatchet, fourteen mile hike requirements teach parts of campcraft.



RACCOON MT., CHATTANOOGA (TENN.) CAMP

1. Before starting on a hiking or camping trip the Scouts should be instructed what to wear, what to carry, how to roll a pack, how to hike, how to pitch and ditch a tent, how to construct a latrine, and so on.

2. The Scouts will become good campers as they acquire experience.

3. The Scouts may make their own tents.

4. For the summer camp, see pages 371 to 415.

Lecture

5. Make certain your Scouts know how to choose a camp-site with relation to wood, water, wind, and rain. Also that they exercise due precautions in the use of hatchets, in lighting fires, and in the disposal of wastes.

Bibliography

- * "Camping and Woodcraft," 2 Vols. — Horace Kephart
- "The Way of the Woods" — Edward Breck
- "Camp Craft" — Warren S. Miller
- * "The Boy Scouts' Camp Book" — Edward Cave
- "Camping for Boys" — W. H. Gibson

MUSIC

Aim

Every college, every nation has its songs. Music is a tremendous power in developing morale. Most Scoutmasters do not have enough singing.

Place in the Program

Every troop should have its own bugler and its own songs. A fife and drum corps is sometimes organized.

Precautions

In selecting songs for the boys care should be taken to avoid vulgarity.

Alternative Methods

Bugler

1. Every troop should have one or more trained buglers. A bugle note at the opening and closing of meetings will impress the boys. Under no circumstances will Scouts blow bugles on the street at night.

2. The troop buglers of a district may be combined in a bugle and drum corps.

Bands, etc.

3. Troop bands should be discouraged. See "Policies" in Part III.

4. A Scout band or fife and drum corps may be successfully organized from the musicians of several neighboring troops.

Singing

5. Around the camp fire is where the boys will sing best. Choose old favorites such as "Old Black Joe" and humorous songs such as "Forty-Nine Bottles."

6. Marching songs may be used to keep up morale on a long hike.

7. Hold a "Scout Sing," combining several troops. Perhaps include the parents.

Bibliography

- * "Boy Scout Song Book" — Boy Scouts of America
- "U. S. Army Bugle Calls" — Carl Fischer, N. Y. C.
- "Army Song Book" — Y. M. C. A.

LIFE SAVING

Aim

The direct aim is to prepare the Scout to save a life if opportunity offers. This training seeks to make him more self-reliant and cool-headed in such emergencies.

Place in the Program

If training ten thousand Scouts will save one life, the training is justified. Swimming is perhaps the best all-around exercise and is justly popular, yet it is dangerous without due precautions and safeguards. The presence of one trained scout makes swimming safer.

Leadership

Secure a member of the American Red Cross Life Saving Corps as instructor if possible.

Precautions

In teaching life saving methods make sure that the Scouts understand thoroughly the principles involved and are able to apply them under actual conditions.

Alternative Methods

1. To thoroughly teach life saving an expert instructor should be secured.

2. It is recommended, however, that all Scouts be taught as completely as possible the elements of life saving, the breaks and the carries, as given in the Handbook for Boys. Demonstrate and explain carefully, having the Scouts go through drills on land, then in the water, finally stage fake rescues.

3. Life Saving Race, page 329.

4. Old Clothes Swimming Race, page 329.

5. Throwing Life Ring, page 329.

6. Contest in swimming on back without using arms.

7. Hold contests in the drills of breaks and carries.

Bibliography

* "Life Saving Merit Badge Pamphlet" — Boy Scouts of America

SAFETY FIRST

Aim

The aim of the Safety First instruction is, obviously, to train a Scout to meet his social obligations by taking care of himself and others and through him to instruct the community in "playing safe."

Place in the Program

There are 55,000 deaths each year in the United States by accident. This is sufficient proof of the need for this instruction.

Leadership

A fireman or policeman can give an interesting talk to the boys on the subject.

Alternative Methods

1. Introduce Safety First by having Scouts clip from newspapers stories of preventable accidents. Discuss these accidents in meeting.

2. With pictures, charts, and blackboard show how to cross a street, how to get off a car, and so on.

3. Have a policeman talk on this subject.

4. Have Scouts map nearby danger points.

5. Have the Scouts cooperate with the Police Department in a Safety First Campaign.

6. Have the Scouts act as monitors in school at fire drills.

7. Have the Scouts aid the police in keeping order at a parade.

8. Have the Scouts police the vicinity of schools, regulating traffic at noon hour and at dismissal, etc.

9. Secure illustrated lecture from National Safety organizations.

10. Prepare cards with individual instructions:
1. "Rush for door." 2. "Manage orderly exit."
3. "Shout at top of your voice." 4. "Keep everybody quiet," etc. **Distribute cards face down.** On signal, cards are read and then the fun begins.

Bibliography

* "Safety First M. B. Pamphlet"

* "Firemanship M. B. Pamphlet"

WOODCRAFT

Aims

The lore of the backwoodsman and of the Indian is taught the Scout to make him self-reliant and at home in the woods. He should be able to dispense with the conveniences of civilization and to take care of himself under adverse conditions.

Place in the Program

Various phases of woodcraft constitute a large part of the Scout program, — tracking, compass, nature study, judging distances, path-finding, etc.

Leadership

An experienced camper, versed in the lore of the woods, can give your boys a thousand invaluable hints and ideas.

Precautions

The boy can scarcely be given too much of this training. He should be restrained from taking chances in the woods without adequate preparation.

Alternative Methods

1. Show the Scouts how to make fire by friction. Then have them make their own sets and practice.

2. Indian methods of making beds, of improvising dishes from birch bark and so on, may be taught.

3. Physiography and geology may be presented to the Scouts in an elementary way. Point out why certain trees, birds and animals are always to be found in certain kinds of localities.

4. Starvation Hike. See page 56.

5. Storm Hike. See page 54.

6. Various kinds of hikes should be devised which compel the Scouts to overcome hardships.

Bibliography

"The Book of Woodcraft" — E. T. Seton

"Camp and Trail" — S. E. White

* "Camping and Woodcraft," Vol. II — Horace Kephart

* "Field and Forest Handybook" — Dan Beard

WATERCRAFT

Aims

Swimming, boating, and watercraft generally have a strong appeal to boys. A good Scout is not afraid of the water and should be able to take care of himself in and on it.

Place in the Program

Camp is the place for Watercraft. A camp without a lake or a river to swim in and to row over is incomplete.

Occasional "hikes" may be made to a swimming hole or the troop may "hike" in row boats, canoes, or in a sloop.

Precautions

The exuberant spirits of normal boys will sometimes result in roughhouse and recklessness. The danger of this on the water is obvious.

Make sure you have adequate preparation for emergencies. Teach each boy not to be "the fool that rocks the boat."

Alternative Methods

1. See "Water Contests," pages 329 and 330.
2. When a lake is available, a Treasure Hunt may be played using the islands. A game of Flag Raiding may add "navies" to the two "armies."
3. Instructions in the handling of oars, paddles, sculls, and sails should be given by expert boatmen.
4. Have a "hike" by water.
6. One of the most enjoyable water "stunts" is a moonlight "song-fest" on the lake.
7. Organize a "Ship" of Seascouts.
8. Boats and rafts, dams and landings, may be built.

Bibliography

- * "Sea Scout Manual" — Boy Scouts of America
- * "Boat-building and Boating" — Dan Beard
- * "Harper's Boating Book for Boys" — C. G. Davis
- * "Swimming and Watermanship" — L. deB. Handley
- * "Bluejackets' Manual" — U. S. Navy

PHYSICAL TRAINING

Aims

Interesting, even strenuous games as well as setting-up exercises are a necessary part of the Scout program. This presupposes careful leadership. They should aim at muscular coordination, self control, physique, and correct posture.

Place in the Program

Meetings and hikes should always provide physical exercise in one form or another. The vigorous outdoor life of the Scout camp is a splendid builder of physique.

Precautions

Do not introduce a violent exercise until the boys have been "warmed up." All drills and games should be short and snappy.

Alternative Methods

1. The Scouts may be shown the elementary principles of jiu-jitsu, of wrestling, of boxing.
2. Active games should be included in every meeting. See "Games," pages 333 to 353.
3. Setting-up Exercises. See Boys' Handbook, also page 314 of this book.
4. Encourage each Scout to perform setting-up exercises each morning after getting up.
5. Long cross-country hikes are a splendid form of exercise.

Bibliography

- "Exercise and Health" — Dr. Woods Hutchinson
- "School Gymnastics" — J. Bancroft
- "Physical Education" — D. A. Sargent
- * "Physical Development" — Merit Badge Pamphlet
- * "Athletics" — Merit Badge Pamphlet
- * "Personal Health" — Merit Badge Pamphlet

PHOTOGRAPHY



SENECA LAKE (N. Y.)
A "SCOUT-MADE" PHOTO

Aims

A boy photographer should choose what is important and characteristic and ignore what is non-essential. If he develops and prints his own photographs, he will acquire a certain skill with his hands. Photography should be made an adjunct of bird and animal study.

Place in the Program

Photography per se is not an essential part of the Scout program. The wise Scoutmaster, however, always carries a camera with him on hikes. A photographic record of the troops' activities helps maintain interest.

Alternative Methods

1. Hold a contest for the best series of pictures of troop hikes.
2. Hold a contest for the best picture of a wild bird or animal.
3. Camera Hike. See page 57.
4. Use photos to illustrate the troop log-book.
5. Photos may be made into lantern slides and used for propaganda. Headquarters has a continual need for good Scout pictures.
6. One patrol may specialize in photography.

Bibliography

- "Photography for Young People" — T. Jenks
- "Animal Snapshots and How Made" — Lottridge
- "Photography Merit Badge Pamphlets."



WILMINGTON (DEL.) INDIAN COUNCIL RING CEREMONIAL

CEREMONIALS

Aims

Investiture and other ceremonies have great value for making the Scout realize the meaning of the badge he wears. Tribal ceremony has had large place in the life of the race. If not overdone, boys like it.

Place in the Program

No badge or other honor should be given a Scout without a formal, though perhaps very simple, ceremony.

Precautions

Ceremonies used too frequently lose their impressiveness. If the boys give signs of regarding the ceremony as a meaningless formality, change it radically or drop it altogether for a time.

It is the policy of the Scout Movement that no ritual initiation or secret ceremony shall be conducted by Scouts unless parents and Scout officials are free to attend.

Alternative Methods

1. Every badge should be presented formally, preferably with a simple ceremony based on the Scout Oath and Law. See Investiture, pages 45 to 49.

2. Older boys may be organized into a Scout fraternity with a Scout ritual. See chapter on "Boys," pages 263 to 291.

3. Indian ceremonials have proved very successful in camp. Treasure Island (Philadelphia) has an honor lodge known as the Wimachtendienck, with a ritual based on the customs of the Delaware Indians. See "Scouting," August 28, 1919.



QUEENS' (N. Y.) CAMP COUNCIL RING



DENVER (COL.) SCOUTS IN INDIAN PAGEANT

DRAMATICS

Aims

Scout "shows," entirely aside from any money that may be earned thereby, have a triple value. First, standing before an audience and reading a part demands initiative and self-reliance in the boy. Second, "getting up a show" is good fun. Third, the whole-hearted cooperation necessary to the production of a successful entertainment helps weld troop spirit.

Place in the Program

Dramatization is a useful means of presenting some of the Scout activities. Impromptu plays and burlesques may be used frequently. One public entertainment a year is all a troop should attempt.

Leadership

If the Scoutmaster has had little or no experience in dramatics he will do well to secure a "coach."

Precautions

Beware of over-emphasizing dramatics. The Scout program is the essential.

Alternative Methods

1. Methods of dramatizing first aid and other activities have already been given. (Page 110.)

2. See "Unprepared Plays," Boys' Handbook.

3. For Parents' Night or a rally, have your troop prepare a dramatic demonstration. See page 207.

4. Once a year give a public entertainment, with the Scouts presenting demonstrations. A favorite subject is "A Day in Camp," as it permits of limitless variations and can be made to include demonstrations, contests, humor, and drills, and real drama.

Bibliography

* "Boy Scout Entertainments" — Lt. Clifton Lisle

* "A Strenuous Afternoon" — one act — E. Russell Paterson

* "By Prepared" — three acts — LeRoy C. Partch

CONSERVATION

Aims

The immense national loss each year by forest fires, harmful insects, and thoughtless destruction makes the teaching of conservation imperative.

Place in the Program

One of the first things each Scout should be taught is not to harm living trees and harmless birds, animals, and snakes. He should never be allowed to forget this. Later he may be taught the wider aspects of conservation.

Leadership

A game or fire warden will prove to be an interesting instructor in this subject.

Precautions

Conservation does not mean killing all snakes, neither does it mean letting all snakes go. The Scout should know what he is doing and why.

Alternative Methods

1. In connection with Nature Study, point out the economic value of trees, birds, etc., and the dangers of their reckless destruction.

2. In connection with Safety First, point out the necessity for safe-guarding life and property.

3. Conduct a "Junk Hunt," Scouts to collect loose bottles, cans, cloths, paper, magazines, etc.

4. Scout troops have cooperated with State authorities by reporting violations of the forest and game laws.

Bibliography

- "Our Vanishing Wild Life"—Wm. T. Hornaday
- "Farm Friends and Farm Foes"—C. M. Weed
- "The Fight for Conservation"—G. Pinchot
- "Conservation Reader"—Fairbanks

USE OF BOOKS

Aims

"The experience of the race may be found in books." Scouts should appreciate this fact and should learn to love and use books.

Place in the Program

No Scout can make progress without the Handbook for Boys. Other books on Scouting and allied subjects will aid his progress.

His fiction reading will help shape his mind. Hence the Scoutmaster should supervise and direct, as far as possible, the boys' reading.

Precautions

Point out to the Scouts the foolishness of the "blood and thunder" dime novels.

Alternative Methods

1. Have a troop library, primarily of Scout reference books.

2. Encourage all Scouts to use the public library.

3. Encourage Scouts to subscribe to Boys' Life.

4. Advise with the boys informally and suggest books to read.

5. Cooperate with the public library. See that it has books on Scouting.

6. When a boy raises a technical question, refer him to the Handbook for Boys or another text book.

7. In assembling a Scout library for a local council, more than a thousand books were donated. A few were kept. The rest were sold to provide funds for the purchase of desired books.

8. Many prominent book stores have a Boy Scout window shortly before Christmas and advertise boys' books which are approved by the Boy Scouts of America.

Bibliography — See pages 427-429.



CHAPTER VI

THE SCOUT REQUIREMENTS

Standardization

The interpretation of the Scout requirements here given is based on a consensus of the opinions of many experienced Scoutmasters and Scout officials. It is offered as a MINIMUM standard for all Scout organizations throughout the country.

The success of a Scout troop depends greatly upon the standard it sets in the giving of tests.

BY-LAWS OF THE BOY SCOUTS OF AMERICA

Article XV

Section 1 — Examinations for all scout tests shall be given under conditions and leadership which harmonize with the aims and purposes of the Boy Scout Movement and its appeal to boys, irrespective of creed or religious beliefs, and which takes into consideration the twelfth scout law, requiring a scout to respect the convictions of others in matters of custom and religion.

Effort should be made to reduce to a minimum the necessity for requiring a boy to travel long distances from home or to interfere with his school work or home duties. To this end, examinations should be held at the place of meeting of the troop or in the neighborhood.

* * * * *

Section 6 — In all examinations it should be borne in mind that the purpose of the tests and examinations is not to secure a mere technical compliance with requirements, but rather to ascertain the scout's general knowledge of subjects studied, and practical rather than book knowledge is desired. A scout should be prepared at any examination for a review covering previous tests given him as well as to demonstrate that he knows the scout oath and laws and is being guided thereby.

Protection of Badge and Insignia

BY-LAWS OF THE BOY SCOUTS OF AMERICA

Article VII — Badges and Insignia

Section 1 — Badges. All of the badges and insignia of the Boy Scouts of America are specifically protected by the U. S. Patent and Trade-mark Laws and the provisions of the charter granted by Congress June 15th, 1916, and shall be used exclusively by scouts and officials registered and in good standing according to the records at the National Headquarters, who qualify in accordance with the provisions herein set forth, or as may be prescribed from time to time in the official handbooks issued by the National Council.

All badges and insignia shall remain the property of the Boy Scouts of America subject to recall for cause by the National Council or their duly authorized representatives.

Section 2 — Different Classes.

Clause 1 — The Tenderfoot badge is in accordance with the design as reproduced herein and so labelled.*

Clause 2 — The Second Class badge is in accordance with the design as reproduced herein and so labelled.**

Clause 3 — The First Class badge is a combination of the Tenderfoot and Second Class badges in accordance with the design as herein reproduced and so labelled.***

Clause 4 — Other badges based upon the first class badge with certain additions and modifications as set forth in the official handbooks from time to time are used to designate other ranks in Scouting.

Clause 5 — The merit badges, including some figure or symbol indicative of the subject for which they are awarded, are as set forth in the official handbooks. These also are fully protected by the copyright laws and provisions of the charter granted June 15, 1916.

* See page 161.

** See page 163.

*** See page 169.

How to Give Tests

Some tests require little supervision by the Scoutmaster or examiner, being primarily a matter of record and certification, as far as the Scoutmaster is concerned. In this class are the following:—

Second Class Test—No. 1—Month's service.

Second Class Test—No. 9—Thrift.

First Class Test—No. 2—Thrift.

First Class Test—No. 4—14 mile hike.

First Class Test—No. 11—Practice of Law.

First Class Test—No. 12—Recruit.

The following tests require actual demonstration:—

Tenderfoot Test—No. 3—Knots.

Second Class Test—No. 2—First Ad.

Second Class Test—No. 3—Signaling.

Second Class Test—No. 4—Tracking.

Second Class Test—No. 5—Scout's Pace.

Second Class Test—No. 6—Use of Knife or Hatchet.

Second Class Test—No. 7—Fire Building.

Second Class Test—No. 8—Cooking.

First Class Test—No. 1—Swimming.

First Class Test—No. 3—Signaling.

First Class Test—No. 5—First Aid.

First Class Test—No. 6—Cooking.

First Class Test—No. 7—Map Work.

First Class Test—No. 8—Axe or Craftmanship.

First Class Test—No. 9—Judging.

First Class Test—No. 10—Nature.

The only tests which may be given as a written examination are:—

Tenderfoot Test—No. 1—Oath, Law, etc.

Tenderfoot Test—No. 2—Flag.

Second Class Test—No. 10—Compass.

Even these tests are better given as oral quizzes.

Practical demonstration is the first and best method of giving tests.

Quizzes by the Scoutmaster or examiner are useful in ascertaining the Scout's general knowledge of the subject.

Formal questioning, whether written or oral, should be used only in review,—by the Court of Honor, for example. Most of the requirements specifically state that the Scout must **do** certain things, not merely **talk** about them.

Experts

Certain of the tests should be given only by specially qualified experts and not by the Scoutmaster unless he is also an expert in the special subject. Most local councils have regulations concerning such expert examiners.

The tests which the Scoutmaster, unless specially trained, should not undertake to give are:—

Second Class Test—No. 2—First Aid.

First Class Test—No. 3—Signaling.

First Class Test—No. 5—First Aid.

First Class Test—No. 7—Map Work.

First Class Test—No. 10—Nature.

All merit badge tests should be given only by specially qualified experts.

Final Word

It must be understood that the Scout is required to pass the test in entirety. If a candidate, otherwise letter-perfect, has forgotten the significance of the Scout sign he fails. This means that the Scout must satisfactorily pass every item of the requirements, omitting none.

On the other hand, the Scoutmaster must not expect from a boy the grasp of technical matters which is possible in an adult. If the boy has a clear and correct conception of the essential facts, he should pass.

THE TENDERFOOT REQUIREMENTS

BY-LAWS OF THE BOY SCOUTS OF AMERICA

Article XV



Section 2 — Tenderfoot Tests are to be given by the scoutmaster of the troop in all communities whether there is a local council or not. This does not, however, relieve the local council responsibility of maintaining standards.

Note: A boy must have passed his twelfth birthday before he can become a Scout.

1. Oath and Law

“Know the Scout Laws, motto, sign, salute, and significance of the badge.”

The candidate must know and understand these fundamentals thoroughly. Parrot-like mouthings are worthless.

He must, indeed, memorize in full the twelve Scout Laws and be able to give off-hand the number of each law or vice versa.

Note: In this connection it should be definitely understood that the law consists of the entire statement. Thus the fourth Scout Law is not “A Scout is friendly,” but is “A Scout is friendly. He is a friend to all and a brother to every other Scout.”

Beyond that, emphasis must be laid on the boy's expressing himself in his own words. If he can explain clearly, in however imperfect English, the meaning of the various laws, of the motto, of the sign and salute, and of the badge, he has met this requirement.

2. Flag

“Know the composition and history of The Flag of the United States of America and the customary forms of respect due to it.”

A thorough understanding of all the material on the flag given in the Handbook for Boys is all that can be required of the candidate. Particular attention should be paid to the forms of respect to the flag as these are in constant use by Scouts in ceremonies and public meetings.



"RETREAT" AT THE CHICAGO SCOUT CAMP

3. Knots

"Tie the following knots: square or reef, sheet-bend, bowline, fisherman's, sheepshank, halter, clove hitch, timber hitch, and two half hitches."

Each one of the knots enumerated must be tied easily and with reasonable speed. The Scout must demonstrate that he knows the knot, not merely that by a lucky chance he gets it right once.

No candidate will be considered as passed who cannot explain the use of each knot.

NOTE: A BOY IS NOT A SCOUT AND HAS NO RIGHT TO WEAR A SCOUT UNIFORM OR A SCOUT BADGE UNTIL HE HAS COMPLETED THE ABOVE TEST AND HAS BEEN OFFICIALLY REGISTERED AT THE NATIONAL HEADQUARTERS OF THE BOY SCOUTS OF AMERICA.

THE SECOND CLASS REQUIREMENTS BY-LAWS OF THE BOY SCOUTS OF AMERICA

Article VI



Section 4—A tenderfoot scout may, upon passing the following tests to the satisfaction of the proper local scout authorities, be enrolled as a second class scout and is entitled to wear the second class badge of the Boy Scouts of America.

Second Class Scout

1. At least one month's service as a tenderfoot.
2. Know the general directions for first aid; demonstrate treatment for fainting, shock, bruises, cuts and scratches, burns, how to carry the injured, elementary use of the triangle and how to dress wounds.
3. Elementary signaling; know the alphabet of the Semaphore or the General Service (International Morse) Code.
4. Track half a mile in twenty-five minutes; or, if in town, describe satisfactorily the contents of one store window out of four observed for one minute each.
5. Go a mile in twelve minutes at scout's pace—about fifty steps running and fifty walking, alternately.
6. Use properly knife or hatchet.
7. Prove ability to build a fire in the open, using not more than two matches; care for and put it out.
8. Cook a quarter of a pound of meat and two potatoes in the open without any cooking utensils.
9. Earn and deposit at least one dollar in a public bank. Premiums paid on life insurance, if earned, are accepted.
10. Know the sixteen principal points of the compass.

Article XV

Section 3—In communities where there are local councils, second class tests should, wherever practicable, be given by the Scout Executive or by the Scout Commissioner or by a duly registered deputy commissioner designated by either for that purpose.

Where there is no local council, the test should be given under the direction or in the presence of one or more members of the troop committee.

Note: The Scout may not take any test for Second Class rank until he has completed the Tenderfoot Test.

Month's Service

1. This requirement means one month's service in the troop by the Scout after the completion of his Tenderfoot test and his payment of the registration fee. Of course, a boy who fails to live up to the Scout Oath and Law will never be granted advancement.

First Aid

2. Remember that first aid, as has been said above, does not mean a doctor's knowledge of anatomy, physiology, diagnosis and therapeutics. This requirement is intended to be elementary yet it includes subjects which, if fully developed, could occupy five hundred pages such as this.

The Scout cannot in fairness be required to know anything beyond what is given in the Handbook for Boys. He may be taught first aid in greater detail, but if he is able to give the gist of the material in the Handbook, he has met the requirement.

He must be able to perform correctly the Fireman's Drag and Lift, the Chair Carry, and the Arm Carry.

He should know all the bandages described in the Handbook for Boys and should demonstrate at least six bandages or slings, four with the triangular and two with the roller bandage.



DEMONSTRATING FIREMAN'S LIFT



SIGNALING HIGH UP IN THE WORLD

He must know pressure points and where and how to apply the tourniquet on arm or leg.

Signaling

3. The Scout must know the alphabet of either the Semaphore or the General Service Code.

Memorizing a series of dots and dashes or of angles and being able to write them out on a piece of paper does not constitute knowing the code.

The Scout must know how to use the flags and must be able to send correctly, no matter how slowly. He should be able to receive one letter at a time.

Tracking

4. The window-observation test is a substitute which should be used only when circumstances absolutely preclude the tracking test.

The half-mile distance may be estimated.

The simplest method of giving the test is as

follows: The Scoutmaster or examiner goes out from camp with an assistant and lays the trail, making more or less of a circle. The assistant remains at the end of the trail to time the boys as they arrive. The Scoutmaster returns to camp and starts them out one by one at intervals of at least five minutes.

Each Scout must pass this test alone. Hence, if one boy misses the trail and the Scout following catches up to him and passes him, the first Scout is disqualified.

The Scoutmaster will question each Scout as to the route followed to make sure that he followed the whole trail.

In laying the trail the signs given in the Handbook for Boys, tracking irons or beans may be used.

In mud, footprints alone would be sufficient.

The window test can be given as follows:

The instructor selects a street where several store windows are near together. The Scout is permitted to look at four of them for a minute each. Then the instructor selects the window which the boy must describe.

The Scout must be able to name 75% of the objects in the window, giving the approximate quantity and location, thus: Half a dozen cans of tomatoes in the lower left-hand corner.

Scout's Pace

5. To qualify, the Scout must cover a measured mile in not less than eleven minutes and forty-five seconds, and not more than twelve minutes and fifteen seconds.

Each Scout must pass this test running alone. When more than one Scout is taking the test they should be started at two minute intervals. Of course, no wrist-watches or other unfair aids are to be used by the Scout.

The simplest way of giving the test is to have the Scouts run a half mile and return. Start and finish

being thus at the same point, the Scoutmaster can easily check up the results.

Use of Knife and Hatchet

6. Note that this requirement says "Use properly knife or hatchet" and not "Know proper use of knife or hatchet." An actual demonstration is therefore required.

The Scout must know the rules given in the Handbook for Boys. Further, he must apply them. He should demonstrate a reasonable skill in handling the tool.

Many Scoutmasters require the Scout to prove his understanding of the rules by living up to them for a month, cutting and marring no live trees and keeping the blade clean and sharp.

Purposeless hacking and disfiguring of trees by untrained Scouts probably does more harm to the Scout Movement than any other one thing.

Fire-Lighting

7. Note that the requirement says "Prove ability to build a fire in the open, using not more than two matches." This clearly precludes a Scout's passing this requirement by attempting fire after fire and finally succeeding by chance. The Scout may practice as often as may be desired, but when he starts to build a fire with the purpose of passing the test,



THE USE OF HUMAN BELLOWS IS PERMITTED

he may not have more than two matches and he may not have more than one trial on the same day.

Grass, leaves, sticks, bark, pine-cones and other materials found in the woods may be used, but paper, excelsior, kerosene, shingles, and boards from boxes are taboo.

Merely setting fire to a bundle of sticks does not meet this requirement. The Scout must make a fire suitable for cooking.

Cooking

8. This test must be passed in the open with a fire the Scout has built.

Neither meat or potatoes may be raw or burnt. They must be well-cooked and quite eatable. This test will have no value if the Scout can slide through with "any old thing."

Frankfurters and other forms of prepared meat may not be used.

No cooking utensils may be used or any artificial aid other than what may be found in the woods.

Thrift

9. The boy must have actually earned the dollar since becoming a Scout. He should not earn the money from parents or relatives, for a Scout should not be paid for home duties or good turns.

The money must be deposited in a public bank or used to buy U. S. Bonds or to pay Life Insurance Premiums.

Compass

10. The Scout must be able to recite the sixteen points of the compass in order, starting with any given point. He must know the relationship of the points, that is, be able to state which point comes between which, and which is opposite which. If any direction is designated he should be able to point out any other directions.

He should be able to draw a diagram of a compass. He should be able to use a compass in the field to ascertain direction and bearings.

Note: A Scout taking the test for Second Class rank must be able to answer any question in the Tenderfoot Requirements.

THE FIRST CLASS REQUIREMENTS

BY-LAWS OF THE BOY SCOUTS
OF AMERICA

Article VI



Section 5—After sixty days' service as a second class scout, a scout may upon passing the following tests to the satisfaction of the local scout authorities, be enrolled as a first class scout and entitled to wear the first class badge of the Boys Scouts of America.

First Class Scout

1. Swim fifty yards.
2. Earn and deposit at least two dollars in a public bank. Premiums paid on life insurance, if earned, are accepted.
3. Send and receive a message by Semaphore, including conventional signs, thirty letters per minute, or by the General Service Code (International Morse), sixteen letters per minute.
4. Make a round trip alone (or with another scout) to a point at least seven miles away (fourteen miles in all), going on foot or rowing boat, and write a satisfactory account of the trip and things observed.
5. Demonstrate methods of panic prevention, what to do in case of fire, ice, electric and gas accidents; what to do in case of a mad dog bite, or snake bite. Demonstrate the treatment for a fracture, poisoning, fainting, apoplexy, heat exhaustion, frost bite and freezing; also demonstrate the treatment for sunburn, ivy poisoning, bee stings, nose bleed, earache, grit or cinder in the eye, stomach-ache; demonstrate artificial respiration, bandaging, and how to dress wounds.
6. Prepare and cook satisfactorily in the open, using camp cooking utensils, two of the following articles as may be directed: Eggs, bacon, hunter's stew, fish, fowl, game, pancakes, hoe-cakes, biscuit, hardtack or a "twist," baked on a stick; explain to another boy the methods followed.
7. Read a map correctly, and draw, from field notes made on the spot an intelligible rough sketch map, indicating by their proper marks important buildings, roads, trolley lines, main landmarks, principal elevations, etc. Point out a compass direction without the help of the compass.
8. Use properly an axe for felling or trimming light timber; or produce an article of carpentry,

cabinet-making, or metal work made by himself. Explain the method followed.

9. Judge distance, size, number, height, and weight within 25 per cent.

10. Describe fully from observation ten species of trees or plants, including poison ivy, by their bark, leaves, flowers, fruit, or scent; or six species of wild birds by their plumage, notes, tracks or habits; or six species of native wild animals by their form, color, call, tracks, or habits; find the North Star, and name and describe at least three constellations of stars.

11. Furnish satisfactory evidence that he has put into practice in his daily life the principles of the Scout Oath and Law.

12. Enlist a boy trained by himself in the requirements of a tenderfoot.

Article XV

Section 4 — In communities where there is a local council, the first class test, whenever practicable, should be conducted by the Court of Honor or under the personal supervision of the Scout Executive or the Scout Commissioner or a registered deputy commissioner designated by either for that purpose.

Where there is no local council, the test should be given under the direction or in the presence of one or more members of the troop committee, or by a special committee representing the Court of Honor, which has been selected to conduct examinations for merit badges.

1. Swimming

The swimming test should be over a measured fifty yards, either outdoors or in a tank. The Scout may not touch bottom, the side of the tank or of a boat, or any object throughout the trial.

Diving at the start is permitted. Speed is not essential and the use of various strokes is allowed.

2. Thrift

Although this is a separate test from Second Class Requirement No. 9, the dollar earned and saved to pass Second Class may be counted. These two dollars must have been earned and saved by the Scout himself.

The conditions are otherwise the same as for the Second Class Thrift Requirement.

3. Signaling

This requirement calls for a practical knowledge and use of one of the codes including conventional signs. The General Service Code is to be preferred.

The Scout should actually send and receive a message of thirty words or more under field conditions at the required rate of speed.

4. Fourteen Mile Hike

This trip should not be made along city streets or automobile roads. The route should follow small country roads and at least a part of the hike should be across country through fields and woods. The return may be by the same or by another route.

The Scout should carry a note-book from which he will prepare his report of the trip. He should carry a map and set his course by it.

This should be a Scout's report, including character of the country, possible camping sites noted, condition of roads, and paths, trees, birds and animals seen, and the like. A mere time-table is not sufficient. Incidents, such as stopping to buy ice cream or meeting a brother Scout, are purely incidental.

Not more than two boys may make this hike together. Accepting "lifts" in automobiles or wagons is not permitted.

In preparing the report, to be submitted, due care must be given to neatness, spelling, grammar, and penmanship.

A great many Scouts make this an overnight hike.

It is not recommended that the map-making test be combined with this.

5. First Aid

The Scout must secure a grade of at least 80% covering all the material on First Aid given in the Handbook for Boys and answering satisfactorily all questions specifically mentioned in this requirement.

He must demonstrate and explain the Schaefer Method of artificial respiration.

6. Cooking

By the time the Scout is ready to take this test, he should be familiar with outdoor cooking and should have cooked each one of the articles listed in this requirement with the exception of fowl and game.

Note that in passing the test he should use camp cooking utensils.

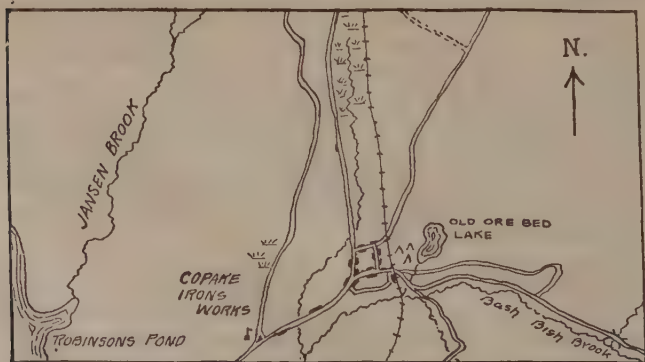
The Scoutmaster or examiner must name the two dishes for the Scout to cook not permitting him to choose. The results must be good and eatable.

Remember that the Scout is required to explain the method followed to another Scout.

7. Map Work

The Scout should be able to interpret all conventional signs including contour lines on the maps of the U. S. Geological Survey. He must demonstrate that he can use a map to find his way in the open.

He should draw from field notes a map of a rural district at least 200 yards square. Compass direction, scale, and at least six different conventional



COPAKE IRON WORKS, N.Y.

SCALE
1 MILE

*John Williams
Troop 560, New York*

signs should appear on the map. The final map should be neat. He may use a ruler and compass.

He must also point out a compass direction without the help of a compass.

8. Tree-Felling or Craftsmanship

In felling the tree the Scout must display real skill in the use of the axe, not merely succeed in "beavering" it down with patient but unskilled hacking. The tree to be chopped should always be dead.

If an article of Craftsmanship is submitted, it must be of sufficient size and complication to be of value. It must have been made by the Scout unaided.

9. Judging

The Scout must be able to estimate with fair accuracy — **distances**, from one inch to one mile; the **size** of shoes, bottles, collars, and baskets; the **number** of persons in a room, keys on a ring, spokes in a wheel, pages in a book, etc.; the **height** of persons, trees, houses, hills, and mountains; and **weights** from one ounce up to that of an average individual.

The Scout should judge three objects in each classification, making fifteen in all, out of which he should be allowed not more than three failures to come within the 25% of error allowed.

10. Nature Study

The Scout must actually point out the North Star and should point out in the sky and name three constellations or more.

In addition he must pass a test in either trees, plants, wild birds, or wild animals based on his own observation.

Trees

The Scout must "describe fully from observation ten species of trees." Hence identification by leaves alone is not sufficient. He should know something about their bark, fruit, manner of growth, and usual habitat.

Plants

Similarly he may not pick out ten species of wild plants by their flowers or fruits alone. He should be able to identify them when flowers and fruits are not present. Poison ivy must be identified.

Birds

The Scout may have first studied wild birds in a zoological garden or museum but he must have observed in the field the birds he chooses to describe.

"A blue bird is blue" is far from being sufficient description. He must know, besides the detailed appearance of the bird, something of its habits. He must be able to recognize a stuffed specimen or a picture of each bird he describes.

Animals

What has been said above concerning birds holds true also when the Scout elects to pass the test by describing six wild animals.

11. Practice of Law

The Scoutmaster must be thoroughly convinced that the Scout has made an honest and serious effort to abide by the Scout Oath and Law. He must secure unequivocal statements to this effect from the boy's parents and from his teacher or his employer.



A SCOUT AND A RECRUIT

The daily practice of the good turn is the best proof of the boy's living up to his Scout obligations.

12. Recruit

The Scout must personally enlist and train a recruit, who must become a registered Scout, not necessarily in the same troop.

Note: A Scout taking the examination for First Class Scout must be able to answer any question on the Tenderfoot and Second Class Requirements.

THE MERIT BADGE REQUIREMENTS

The merit badges are designed to provide interesting material for the older and more experienced Scout. There are sixty of these badges covering a wide variety of interests. Some of them—such as Camping, First Aid, Forestry, Signaling and Stalking—are directly related to the basic activities of scouting and are primarily intended as rewards for exceptional skill in those subjects. Others, such as Carpentry, Craftsmanship, First Aid to Animals, Handicraft, Interpreting, Life Saving and Safety-First, encourage and prepare the Scout to render intelligent trained service in various ways.

But the greatest value of the merit badges is their relation to the boy's vocational outlook. Most boys drift through school and into jobs with but the vaguest idea of their preference or particular fitnesses. In preparing for merit badge examinations the Scout has a taste of various trades and professions. To a certain degree, he is enabled to determine his fitness and his liking for each vocation. It helps him form a definite, reasoned opinion on this question,—the most important one a boy has to face.

The eventual aim of every scout should be the attainment of the Eagle badge. The Eagle Scout is the ideal scout—trained to the fullest possible degree in woodcraft and campcraft, habituated to service to his community, and thoroughly prepared to meet the emergencies of his every-day life.

BY-LAWS OF THE BOY SCOUTS OF AMERICA

Article VI—Merit Badges

Section 6—First class scouts and scout officials who pass, to the satisfaction of the local court of honor, such tests as may be



AGRICULTURE



ANGLING



ARCHERY



ARCHITECTURE



ART



ASTRONOMY



ATHLETICS



AUTOMOBILING



AVIATION



BEE KEEPING



BIRD STUDY



BLACKSMITHING



BOTANY



BUGLING



BUSINESS

published from time to time in the official handbooks for the various merit badges, may receive, under the supervision of the National Court of Honor, merit badges in the following subjects, and such additional subjects as may be decided upon from time to time.

ACHIEVEMENT SCOUTS

Scouts who are prevented by apparently permanent physical disability from passing all the required tests for second and first class scouts are given an opportunity to progress further in Scouting rank. These boys are known as Achievement Scouts. The tenderfoot requirements must be met by all handicapped scouts. The scout shall pass all the required second and first class requirements of which he is capable, and shall devise and pass some test or tests within his physical capacity in place of the prescribed tests he is unable to pass, as evidence of his scout spirit and eagerness to develop his ability to the fullest. A duly registered physician shall certify to the apparent permanence of the Scout's disability and the Scout's inability ever to pass the required tests. Scouts who qualify in all possible second class tests receive Achievement Certificate No. 1. They will then be eligible to qualify for Certificate No. 2. This is awarded to Scouts who have previously qualified as second class Scouts and who have been awarded Certificate No. 1. Scouts who win Certificate and Badge No. 2 are then eligible to qualify for any merit badges within their physical capacity. They may not be awarded Star, Life or Eagle rank, but they may be admitted to the Veteran Scout Association.

List of Merit Badges

Agriculture	Forestry	Leather Working
Angling	Foundry Practice	Life Saving
Archery	Gardening	Machinery
Architecture	Handicraft	Marksmanship
Art	Hiking	Masonry
Astronomy	Horsemanship	Mining
Athletics	Insect Life	Music
Automobiling	Interpreting	Painting
Aviation		Pathfinding
Bee Keeping		Personal Health
Bird Study		Photography
Blacksmithing		Physical Development
Botany		Pioneering
Bugling		Plumbing
Business		Poultry Keeping
Camping		Printing
Carpentry		Public Health
Chemistry		Radio
Civics		Safety First
Conservation		Scholarship
Cooking		Sculpture
Craftsmanship		Seamanship
Cycling		Signaling
Dairying		Stalking
Electricity		Surveying
Firemanship		Swimming
First Aid		Taxidermy
First Aid to Animals		Textiles

STAR SCOUT

Section 7—The Star Scout badge is awarded to the first class scout who has qualified for any five merit badges.

LIFE SCOUT

Section 8—The Life Scout badge is awarded to all first class scouts who qualify for ten merit badges, provided that the ten chosen shall include the following: First Aid, Physical Development or Athletics, Personal Health, Public Health and Life Saving or Pioneering.

EAGLE SCOUT

Section 9—The Eagle scout badge is awarded to any first class scout qualifying for twenty-one merit badges. These twenty-one badges shall include: First Aid, Life Saving (which includes Swimming), Personal Health, Public Health, Cooking, Camping, Civics, Bird Study, Pathfinding, Pioneering, Athletics or Physical Development, and any nine others.

Article XV—Merit Badge Examinations

Section 5—Examination for merit badge should be given by the Court of Honor of the Local Council and in larger communities by the district court of honor, organized so as to reduce to a minimum the necessity of the boy traveling long distances. In no case shall a merit badge be awarded unless the scout has personally appeared before at least three members of the court of honor, and either by examination conducted personally by the court of honor or upon evidence furnished by a duly appointed expert examiner demonstrated to the satisfaction of the court of honor that the handbook requirements have been complied with in a satisfactory manner.



STAR SCOUT



LIFE SCOUT



EAGLE SCOUT



CAMPING



CARPENTRY



CHEMISTRY



CIVICS



CONSERVATION



COOKING



CRAFTSMANSHIP



CYCLING



DAIRYING

THE COURT OF HONOR CONSTITUTION OF THE BOY SCOUTS OF AMERICA

Article XIII — National Court of Honor

The National Council shall establish a National Court of Honor, whose members shall serve as advisors to the National Council in all matters relating to the qualifications and requirements of the various merit badges of the Boy Scouts of America, and shall award certificates of heroism or honor medals for the saving of life, and such other honors as may be approved by the Executive Board of the National Council.

BY-LAWS OF THE BOY SCOUTS OF AMERICA

Article XIV — National Court of Honor

Section 1 — The National Court of Honor shall consist of citizens of the United States of sterling personal character and notable achievement in those lines of activity which are represented by the various merit badges awarded by the Boy Scouts of America, whose accomplishments will serve to inspire proper motives and ambition in the Boy Scouts.

Section 2 — Members of the National Court of Honor shall be known as counsellors and shall be elected annually by the National Council, provided, however, that no one shall be elected without reference to his nomination to the regular nominating committee or a special committee which may be appointed for that purpose. Insofar as practicable the National Court of Honor shall include at least one person of exceptional ability or accomplishment in each subject and

activity for which merit badges are awarded.

Section 3—The members of the National Court of Honor shall serve as advisors to the Executive Board in matters pertaining to the merit badges and honor medals of the Boy Scouts of America.

Section 4—The National Council shall annually elect one of the members of the National Court of Honor to serve as chairman, who shall be known as National Scout Commissioner, and seven or more to serve with him as an Executive Committee of the National Court of Honor, for the purpose of considering, in a formal meeting or otherwise, claims for honor medals.

Section 5—A gold medal may be awarded to a registered scout or commissioned officer where the evidence presented to the National Court of Honor, in accordance with prescribed regulations, shows actual saving of life under circumstances which involve a risk of his own life, and the display of unusual bravery and heroism as well as the practical results of a Scout training and heroism beyond the mere performance of a duty. It shall be wholly within the discretion of the Executive Committee of the National Court of Honor to determine from the evidence presented whether a gold medal shall be awarded, according to the actual risk of life involved and heroism shown; and when in their judgment the evidence does not merit the award of a medal, a certificate of heroism may be issued in the name of the Boy Scouts of America.

In no case, however, shall a medal be awarded where it appears that the risk involved was merely in the performance of duty or the meeting of an obligation because of responsibil-



ELECTRICITY



FIREMANSHIP



HONOR MEDAL



FIRST AID


FIRST AID TO
ANIMALS



FORESTRY



FOUNDRY PRACTICE



GARDENING



HANDICRAFT



HORSEMANSHIP



INSECT LIFE



INTERPRETING

ity to supervise and give leadership to the person whose life was saved.

All cases involving the consideration of the award of an honor medal shall be presented to the National Court of Honor on prescribed blanks and it shall be within the discretion of the Executive Committee of the National Court of Honor to require further evidence or personal investigation and report before reaching a decision.

Section 6 — The National Scout Executive shall be secretary of the National Court of Honor and of its Executive Committee, and shall be responsible for arranging all meetings, for issuance of certificates, and for keeping all records.

Section 7 — The Executive Committee, designated to pass upon claims for honor medals, shall meet quarterly. Other meetings may be called when the applications for consideration make it desirable.

Section 8 — Three members of the Executive Committee shall constitute a quorum, but when a gold medal is to be awarded each member of the Executive Committee shall be given an opportunity to be heard either in person or by letter as to the advisability of the award.

Local Court of Honor

The Local Court of Honor functions in connection with the Local Council and is composed of citizens of sterling character who are leaders in their different lines of work in the community. To them is intrusted the giving of all merit badge examinations. The National Court of Honor awards the badges to the Scout upon certification by the Local Court of Honor.

The Local Court of Honor meets in formal session at regular intervals, three members being required for a quorum. At that time the Scout appears in uniform and is formally presented with his badge.

Examining Committee

In sparsely settled districts and in towns, which have only one or two Scout troops, the examinations for merit badges are given by a group of men who represent the National Court of Honor in their community. The Scoutmaster, working with the members of his troop committee, organizes an Examining Committee. This committee is a permanent organization and its members are selected with the aim of giving the highest possible leadership to the work. Its chairman should be either a superintendent of schools or someone else connected with educational work. As soon as the Scoutmaster has secured the services of at least three citizens, he applies to the Secretary of the National Court of Honor for a blank on which to make application for recognition. The National Court of Honor forwards to him a card form on which he has registered the personal signatures of those composing the committee. This card when filled out and returned to National Headquarters is placed in the National Court of Honor's files to be used in connection with all merit badge application blanks. Immediately upon the forwarding of this card to the National Headquarters the Scoutmaster proceeds with his merit badge work.

The examining committee meets and awards its badges in the same manner as does the local court of honor. Local prominence is given to its meetings and an endeavor made not only to show the interest of the public in the Scout but also the value of scouting to any community.



LEATHER
WORKING



LIFE SAVING



MACHINERY



MARKSMANSHIP



MASONRY



MINING



MUSIC



PAINTING



PATHFINDING



PERSONAL
HEALTH



PHOTOGRAPHY

PHYSICAL
DEVELOPMENT

PIONEERING



PLUMBING

POULTRY
KEEPING

PRINTING

PUBLIC
HEALTH

SAFETY FIRST



SCHOLARSHIP

Expert Examiners

The local court of honor may conduct personally Merit Badge examinations, or accept evidence furnished by duly appointed expert examiners.

The Merit Badge subjects are so diverse and numerous that it is customary for the local authority, whether a court of honor or an approved examining board, to delegate examinations in special subjects to men who, on account of expert knowledge, are especially fitted to conduct a given test. The qualifications of these expert examiners are passed upon by the local authorities before the examiners are authorized to act.

The Examination

In giving the tests the examiner acts as an expert advisor of the court of honor, and is given wide latitude of action and judgment. In no case, however, is the court of honor or special examiner authorized to omit any of the points covered in these requirements or to accept as an equivalent any examination which does not include each of the questions, as set forth in the handbook.

If the Scout successfully meets the requirements of the test, the examiner (or examiners) places his signature in the space on the application blank headed "Examiner's Certificate" and the blank is then returned to the Scout official from whom it was received.

If, in the opinion of the examiner, the applicant fails to meet the conditions of the requirements in a thoroughly satisfactory manner, he should indicate to the boy precisely wherein he is deficient, and suggest means of study and practice to overcome these defects.

If a definite appointment can be made

at an early date for a re-examination in case of failure, the application blank may be retained by the examiner until the time of the second trial. Otherwise the blank should be promptly returned to the proper authority, with a statement as to the Scout's failure to pass the test and a recommendation as to how the difficulties may be surmounted.

Applications

Merit badges and certificates are only granted upon receipt of a duly executed application blank which is designed especially for this purpose and is procurable from National Headquarters. The blank must be filled out in full and in cases of troops not under the jurisdiction of a local council at least three members of the examining committee must affix their personal signatures as well as the Scoutmaster. Upon receipt at the National Court of Honor the applications are examined and if the signatures are found to be correct and the Scout duly registered and in good standing the embroidered badge is forwarded to either the Scout Executive or Scoutmaster, as the case may be, for presentation.

Certificates showing that a Scout has passed a given merit badge examination are issued in the same manner as the embroidered badge.

A charge of 15 cents each is made for all embroidered merit badges; this does not include the "Life" or the "Star" badge, which are given gratis. A charge of 50 cents is made, however, for metal replicas of these badges.

A charge of 5 cents is made for certificates when ordered with an embroidered badge or 10 cents when alone, to cover cost of postage and handling. Eagle Scout certificates are 10 cents each.



SCULPTURE



SEAMANSHIP



SIGNALING



STALKING



SURVEYING



SWIMMING



TAXIDERMY



TEXTILES



HIKING



RADIO



CHAPTER VII

THE SCOUT TROOP AND PATROL

MEMBERSHIP

The general principle in regard to membership in a troop is that it should be made a privilege worth keeping. A troop with a waiting list is almost always a successful troop.

Admission

A Scout troop is neither a reformatory nor a club of the select. The judgment of both the Scoutmaster and the boys of the troop should be invoked in passing upon a candidate for troop membership. Local conditions will determine the exact system.

Some Scoutmasters have found that placing considerable responsibility upon the troop for investigating proposed members works well.

When any boy desires to be a Scout and, with his parents' endorsement, stands ready to meet the Scout Requirements, only very valid and unusual reasons should warrant his exclusion.

The National Constitution and By-Laws make it clear that, until a boy has passed his tenderfoot test and his registration fee has been sent to headquarters, **HE IS NOT A SCOUT** and he may not wear the Scout uniform or the Scout badge.

Some troops do not permit a candidate to go on "hikes" or to participate in games and contests until he has qualified as a Tenderfoot.

Transfer and Dismissal

The transfer of a Scout from one troop to another should be permitted only for a sufficient reason, such as his moving to another neighborhood. No troop will accept as a member a boy who is registered with another troop unless he has the written approval of his former Scoutmaster. No Scout should be dismissed from a troop without the approval of the troop committee. In such cases the Scout has the right of appeal to the Local Council, or where there is none, to the National Council.

BY-LAWS, THE BOY SCOUTS OF AMERICA

Article X — Classes of Scouts

Section 1. Boys who qualify as herein set forth may be enrolled as Active, Associate, Pioneer or Veteran Scouts.

Section 2. Active Scout. An Active Scout is one who with the approval of his parents or guardian becomes a member of a regular troop and obligates himself to attend the meetings regularly.

Section 3. Associate Scout. Any member of a troop of boy scouts who, in the judgment of the scoutmaster and the troop committee is unable to meet the requirements of active membership may be carried on the troop records as an Associate Scout, provided, however, he will attend at least one meeting of a troop within the year and in all other respects be guided by the obligations of an Active Scout.

Section 4. Pioneer Scout. In cases where, upon investigation, it is found that a boy cannot through affiliation with a regular troop secure the benefits of Scouting, he may be enrolled as a member of the Pioneer Scout Division and be known as a Pioneer Scout, and be permitted to carry out the scout program by correspondence with the National Council until such time as he can become a member of a regular troop.

Section 5. Veteran and Ten Year Scouts. After five years of service in the Movement, a first class scout may, upon application, become a life member of the Veteran Scout Association with the designation of Veteran Scout, provided he agrees to live up to his scout obligations, to keep local scout authorities in the community in which he lives informed as to his availability for service to the community in case of any emergency, and further to take an active part in the promotion of the cause of Scouting, as the circumstances and conditions in his case permit. This degree shall also be open to all scout officials who have been members of the Boy Scouts of America for five years. A special badge for scouts and scout officials who have completed five years' service in Scouting, and still another appropriate for ten year service, shall be made available, provided the above requirements are fulfilled.



DISCIPLINE

A real Scout is no problem in discipline.

The Scout Oath and Law mean that the Scout cooperates.

Time, however, is required to "grow into" the Scout Spirit and problems will arise.

Troop Discipline

The discipline of the Scout troop is handled and enforced through the patrol leaders insofar as possible. Still the Scoutmaster remains the administrative head and authority of the troop.

Conferences with a refractory boy may be necessary, loss of privileges may be used to make him think, but in most cases **KEEPING THE BOYS BUSY WITH INTERESTING THINGS WILL ELIMINATE THE PROBLEM OF DISCIPLINE.**

Work as a penalty for discipline tends to make all work seem punishment to the Scout—loss of privilege is more sound. See page 14, also the chapter on "Boys," pages 263 to 280.



NO PROBLEM OF DISCIPLINE HERE

THE SCOUT PATROL

The patrol is the foundation stone of the whole Scout organization. When the patrols have developed an active esprit-de-corps, there is no need of worrying about the progress of the troop.

Grouping the Boys

Theoretically the Scout patrol is the boys' "gang"—organized and directed. Hence the patrols should be formed in accordance with the likes and dislikes of the boys, guided and controlled by the Scoutmaster. The patrol must be a congenial unit,—a "happy family." Boys of the same age, of the same neighborhood, or of the same school will tend to flock together. The Scoutmaster should take note of these tendencies in approving groupings of boys. Unless it is necessary to form an Older Boys' Patrol, it is best to keep the patrols as well balanced as possible.

Developing Patrol Spirit and Team Play

The value of the patrol organization depends directly on the extent to which the patrol acts as a conscious unit. Competition in games, in good turn work, in credit contests, and occasional patrol meetings—usually held at the home of the patrol leader—are valuable. Patrol hikes may be made when adequate leadership is assured. Some Scoutmasters place the burden of teaching the Scout requirements entirely on the shoulders of the Patrol Leaders.



MANY HANDS MAKE LIGHT WORK

Patrol specialization is one of the best means of maintaining patrol vitality. One patrol may feature First Aid, and the assembling of a complete emergency outfit. Another may concentrate on Signaling and the construction of a wireless outfit. In short, anything which the patrol does as a unit, has a unifying effect and strengthens patrol spirit. Probably the majority of leaders in Scouting agree that the personnel of the patrol should remain unchanged as much as possible. Transfers from one patrol to another should be permitted but rarely and only for good reasons. In time, traditions will accumulate and the patrol will develop an esprit de corps.

The functions of a patrol may be subdivided so that each member of it has a definite duty. For suggestions along this line consult J. A. Wilder's "The Pine Tree Patrol."

Qualifications of the Patrol Leader

The success of a patrol depends upon its leadership. A "boy-leader" must be a Scout whom the patrol will willingly respect and obey. What should be his qualifications?

1. **Personality:** He should have initiative, infectious enthusiasm, and a pleasing manner. In other words, he should be a natural leader.

2. **Physique:** Boys respect athletic prowess and physical courage. It means more to them than "A's" in Algebra.

3. **Age:** No boy is going to willingly follow another boy materially younger than himself.

4. **Advancement:** The patrol leader should have the brains and the push to set the pace in passing the Scout requirements. If he is distanced by his subordinates, jealousy and dissension are bound to arise.

5. **Common Sense:** He should know when to "rough house" and when to be serious. He should set a proper example to the others, without being "preachy." Boys admire the quality of self control even when they do not possess it themselves.

Selection of the Patrol Leader

The patrol leader may be either appointed by the Scoutmaster or elected by the patrol. The more democratic method is usually to be commended, though this will vary with the Scoutmaster. When a new patrol is formed the election or appointment should be temporary, as no group of boys or of men for that matter can select a good leader without trial. In all cases the Scoutmaster retains the right to reduce to the ranks an incompetent or insubordinate patrol leader.

Perhaps the best method of choosing the leader is for the Scoutmaster to call the patrol together and to give them a talk on the necessary qualifications of a patrol leader. This talk may be so shaped as to narrow the choice to the boy the Scoutmaster would like to see chosen. Almost invariably the boys will follow suggestions thus diplomatically given. The patrol leaders may hold office indefinitely, or they may be changed yearly or even oftener.

Duties of the Patrol Leader

The patrol leader's first duty is the maintenance of discipline. He should lead, not "boss." In this he must have the advice and support of the Scoutmaster. He may lead in games and contests, though the theory of plural leadership is sound — that the best boy to lead an activity should lead it, whether he be the usual patrol leader or not. The leader should keep his patrol studying and passing the various Scout requirements. He himself should teach the subjects in which he is especially expert. Finally, he should lead in setting a high Scout standard of word and action.

Assistant Patrol Leader

The patrol leader usually chooses his own assistant with the approval of the patrol and of the Scoutmaster. The latter takes charge of the patrol when the former is not present.

TROOP ROUTINE

Registration

Do not fail to keep your troop correctly registered at National Headquarters. Carelessness in this subject may prevent your Scouts from receiving merited honors. See Appendix.

Honorable Discharge

It should be the earnest desire of every Scout leader to keep his boys in the movement. The Boy Scouts of America has no upward age limit and there is plenty to interest the older boy in its program. If, however, a duly registered Scout feels it necessary for good reason to resign from a troop he should be given an honorable discharge. See Appendix.

BY-LAWS OF THE BOY SCOUTS OF AMERICA

Article XIII—Dues

Section 1. Each troop of Boy Scouts shall pay to the National Council annually, through the local council, if there be one, a registration fee of \$4.00, with an additional fee of 50 cents for each member enrolled in excess of eight either as active or associate scouts. When additional names of new members are added to the troop, they may be registered on the following basis; if the unexpired period for which the troop is registered is more than nine months, the fee of the new scouts shall be 50 cents each; if the period is for more than six and less than ten months, the fee shall be 40 cents; if for a period of four to six months, 30 cents; less than four months, 20 cents. Scouts re-registering pay the full fee of 50 cents irrespective of the date of payment.

Note: Additional fees in accordance with the foregoing must be paid for all names added as members of the troop subsequent to the filing of the application.

Troop Records

Careful records should be kept by the Scout Scribe as to

1. Attendance.
2. Dues.
3. Progress in the Scout Requirements.
4. Troop Property.

A loose-leaf troop record book (9x11) is on sale at Headquarters. Some Scoutmasters prefer to use index cards (3"x5" or 4"x6").

Name		TENDERFOOT		FIRST CLASS		DEUT. BARRED		HABER	
Address		1. A. M.	1. SWIM					Are	
Phone		2. TIGHT	2. TIGHT					Beach	
Disruptive		3. SIGNAL	3. SIGNAL					Blaise	
Parent's name		4. TRIP	4. TRIP					Carey	
Occupation		5. FIRST AID	5. FIRST AID					C. O. H.	
Business address		6. COOL	6. COOL					Lon Ra	
High school / college		7. MAP	7. MAP					Haystack	
Employed in		8. ATE	8. ATE					K. O. S.	
Employer's name		9. NO TURTLE	9. NO TURTLE					L. L. L.	
Address	introduced by	10. TRUCK	10. TRUCK					M. K. K.	
Religious denomination		11. ELEGANT	11. ELEGANT					P. K. K.	
Assigned to	Phone	12. PALE	12. PALE					R. K. K.	
Hobbies		13. S. W. A. M.	13. S. W. A. M.					S. K. K.	
		14. FIRE	14. FIRE					T. K. K.	
		15. COOL	15. COOL					U. K. K.	
		16. S. W. A. M.	16. S. W. A. M.					V. K. K.	
		17. P. C. M. F. A. S. I.	17. P. C. M. F. A. S. I.					W. K. K.	
		18. SHARDED WOOD	18. SHARDED WOOD					X. K. K.	

CARDS USED BY EXECUTIVE OXENHAM, RED BANK, N. J.

Wall charts are often used and are valuable in that they present graphically the efficiency and standing of each boy and each patrol.

Troop Finances

Weekly dues of five cents will work a hardship to few boys and will furnish a substantial sum to cover the running expenses of a troop and to purchase equipment. (5c a week x 32 boys x 52 weeks = \$83.20.) When a troop consists mainly of poor boys, however, it may be necessary to provide a means of their earning the necessary funds. When one or two poor boys are included in a troop which has weekly dues the Scoutmaster sometimes arranges privately that they be exempted from dues, or better still he can help them earn the money.

How Scouts Have Earned Money

Whitewashing a cellar.

Cleaning and whitewashing hen house.

Carrying out ashes from a basement.

Beating carpets.

Having a garden.

Weeding.

Mowing a lawn.

Cleaning a furnace.

Repairing a fence.

Running errands.

Taking care of children.

Repairing a boardwalk.
Shoveling snow.
Delivering papers.
Cleaning windows.
Cutting wood.
Developing and printing photos.

How Troops Have Earned Money

Giving moving picture or minstrel shows.
Collecting and selling waste paper and rags.



\$14 PROFIT FROM THIS SCOUT'S GARDEN

Running a stand at the county fair, selling ice cream, popcorn and candy.
Delivering telephone directories.
Collecting and selling old metal and bottles.
Repairing, staining and varnishing furniture.
Making plant stands, book racks, waste baskets, towel racks, salt and tea boxes and footstools.
Picking apples, peaches and grapes.
Building ladders.
Collecting old boxes and lumber and cutting them into kindling.

Commercialism to be Avoided

Care must be taken to avoid commercializing the Scout uniform. In no case will troops conduct "tag-days" or use other means of soliciting money on a charity basis. The Allegheny County Council (Pa.) has its troops advertise their entertainments and sell tickets at the door but does not countenance Scouts peddling tickets through the community.

Dues

Dues should be collected at each meeting by the Patrol Leaders or by the Scribe or by an assistant treasurer (a Scout) and a record made. The money should then be turned over to the Scoutmaster, or to the Troop Treasurer, a member of the troop committee. It is unfair to expose a young boy to the temptations of handling considerable sums of money. A small mistake in the records may easily subject him to unjust suspicion and accusation.

Troop Property

Each troop should have its troop flag and its American flag. Each patrol should have a patrol flag. It is recommended that all troop and patrol insignia, and all badges (except possibly merit badges) be purchased from troop funds and be given to the Scouts with the understanding that the title thereto remains in the troop.

Every troop should have at its headquarters ropes for knot tying, signal flags, bandages, and other material necessary for the practice of the Scout requirements.

Tents, ponchos, cooking kits, lanterns, axes, and other equipment for camping will be acquired by the troop as funds permit.

All this property should be in the care of a Troop Committeeman, who may bear the title of "Troop Quartermaster." He may have a reliable Scout to assist him.

Credit System

A contest in efficiency, determined by a point system through a period of one or more months, has been used quite widely by Scoutmasters as a stimulus to individual and patrol progress. In some communities this has been standardized and made an inter-troop affair.

As an inter-patrol or inter-troop efficiency contest, it may run for several months. The individual awards, however, should be made every month. Otherwise, a few Scouts will "run away from the field" and the rest will lose interest.



The following system is simple and easily recorded:

Attendance at meeting,	
"hikes," etc.	1 point
Wearing uniform	1 "
Dues paid	1 "
Each test passed	1 "
Each recruit	5 points

Additional points, such as the following, may be added at the discretion of the Scoutmaster.

Good turn reports	1-5 points
Each mile hiked	1 "
Night spent in open	5 "
Each hour on community service	1 "
Winning a contest	1-5 "
Heroism	10-25 "
Special Service to Scout Movement	1-10 "
Making something for Troop	1-10 "
School Report	1-5 "
Church attendance	1-10 "

Troop Constitution

Many Scoutmasters like to have a constitution for their troops. It is inadvisable to devote any of the early meetings of a troop to the preparation of such a complicated document. However, once the troop is well organized, the preparation of a constitution and by-laws BY THE BOYS THEMSELVES, is a valuable method of making clear to them the fundamental machinery of democracy.

For a suggested Troop Constitution and By-Laws, see "The Scoutmaster and his Troop."

THE TROOP COMMITTEE

A vital duty of the Scoutmaster is to keep the troop committee "alive" and interested by keeping it busy. The active cooperation of the troop committee has a triple value.

1. It relieves the Scoutmaster of much routine work.
 2. It impresses the Scout with the importance of the movement.
 3. It reacts on the troop committeeman, insuring his interest and aid for the individual Scout and for the troop.
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THE DUTIES OF THE TROOP COMMITTEE

Scout Executive C. A. Worden, Queens Council, New York City.

To properly and constructively mould the lives of boys is a privilege and a patriotic duty. To men answering the call to serve as members of a Troop Committee there is offered a field of great potentialities. Their active participation in the program and functions of a troop will mean much for home, community, and country.

BY-LAWS OF THE BOY SCOUTS OF AMERICA

Article XI, Section 1, Clause 5

"Each chartered Troop of the Boy Scouts of America shall be under the supervision of a Troop or Boys' Work Committee consisting of three or more male citizens of the United States, twenty-one years of age or more, selected by the institution with which the troop is connected; or in the case of an independent troop, of those who make application for the Troop charter, one of whom shall be designated as chairman."

Members of a troop committee may wear the uniform of the Boy Scouts of America as prescribed for scout officials with such badges and insignia as are prescribed for members of troop committees, and may upon application, at their expense, receive certificates of membership.

By this it is seen that the Troop Committee is **not** a group of men acting as character references for the Scoutmaster but an integral part of the Boy Scout Movement charged with certain responsibilities. These responsibilities are enumerated in the By-Laws of the Boy Scouts of America.

The troop committee shall be responsible for:

1. The selection of a Scoutmaster and one or more Assistant Scoutmasters.

The Scoutmaster is the "backbone" of the Boy Scout Movement. Upon him rests the success or failure of the Troop. He, through his leadership, truly becomes a "maker of men." His self-sacrifice to aid boys, his ingenuity to interest them, his ability to train them, and his personality to win them, molds the plastic clay of the impressionable adolescent boy into the kind of a young citizen who will mature into an older citizen of sterling worth. Utmost care must be exercised in selecting him and, when selected, he should receive the support and encouragement of the committee in the work he has set out to accomplish. The selection of an Assistant Scoutmaster is no less important.

2. Providing proper facilities for meetings.

A meeting place is essential. The selection, securing and maintenance of meeting places therefore becomes an important factor in the proper conduct of a troop.

In an institutional troop the Troop Committee occupies a dual capacity as representative of the troop and of the institution. The proper treatment of these functions will prevent misunderstandings, insure the housing of the troop, and lift a heavy responsibility from the shoulders of the Scoutmaster and his assistants.

In an independent troop it is the committee's responsibility to assist in securing a suitable meeting place and maintaining it with the help of the troop and the community.

3. Advising with the Scoutmaster from time to time on questions affecting the proper interpretation of Scouting and the requirements of the institution with which the troop is connected.

The Scoutmaster is or should be the technical expert on Scouting in the Troop. He can always refer to his local council or to the National Council, when questions of interpretation arise, but many matters can be settled locally with the advice of the Troop Committee.

The Troop Committee should also transmit to the Scoutmaster the rules, regulations and requirements of the institution.

4. The observance of the rules and regulations of the National Council of the Boy Scouts of America.

See "Policies," Part III.

In the observance of these policies the Troop Committee's support is fundamental.

5. Encouraging the Scoutmaster and his assistants and the members of the troop in carrying out the Boy Scout program.

The Scoutmaster is compensated in two ways; first by the progress he notes in his troop; second, by the appreciation manifested by the "grown-ups." The Troop Committee should never let the Scoutmaster feel that he is standing alone with his back against a wall. A "Well-done!" lifts many a load from burdened shoulders, eases the heart, brings forth the smile and mysteriously makes the recipient strive harder to succeed with his task.

6. The operation of the troop in such a way as to insure its permanency.

The permanency of a Troop depends on —

1. A good Scoutmaster.
2. Friendly cooperation between the troop and its parent institution.
3. Adherence to the regulations.
4. A "live" and varied program.

It is the duty of the Troop Committee to secure all these things.

7. The finances, including the securing of adequate support and the proper disbursement of funds.

Each Scout usually pays weekly dues which ought to cover the ordinary running expenses of the troop. For camp equipment and other heavy expenses the troop may require financial aid. The Troop Committee, by contact with the institution and the community, is in a position to assist in obtaining adequate support. It is recommended that a member of the Troop Committee act as Troop Treasurer.

8. The Troop property.

The Troop Committee acts as the trustee of the troop property. If the Scoutmaster leaves his troop, the property should be turned over to the Committee in trust against the time when a new Scoutmaster assumes charge.

9. Securing suitable opportunity for the members of the Troop to spend one or more weeks in camp with adequate facilities and supervision.

The Scout program is an out-of-door program, yet a poorly planned, poorly supervised camping or hiking expedition will be detrimental not only to the Troop but to the members of the troop. No camp should be attempted until the site has been investigated, proper equipment secured, and proper leadership obtained. The National Council has drafted a set of minimum standards which must be complied with before any Troop camp can be approved and permitted.

10. Assuming active direction of the troop in case of the inability of the scoutmaster to serve until his successor has been duly appointed and commissioned.

This is one of the most important functions of the Troop Committee. Lack of leadership in cases where Scoutmasters have been compelled to relinquish their commissions has caused many troops to disintegrate. The proper leader is needed to hold the Scouts together. In the event that a Scoutmaster finds it necessary to resign, the Troop Committee should immediately delegate one of its members or all members by rotation to give supervision

to the Troop. At the same time every effort should be made to secure a new Scoutmaster.

Scout Executive C. A. Worden, Queens, N. Y. C.

Additional Functions of the Troop Committee

(Suggested by Scout Executive G. S. Ripley of Hartford, Conn.)

1. Assisting the Scoutmasters in planning the monthly and yearly program of the troop. Meetings may be held periodically for this purpose.

2. Awarding badges and honors, including badges of advancement and awards for contests (except under Local Council).

3. Lending support at social affairs, dinners, or on special occasions. Frequently a troop committeeman will speak on an inspirational or patriotic subject.

4. Inspecting. The troop should be inspected at regular intervals. This will tend to keep up the morale and efficiency of the troop.

5. Instructing. Often the troop committeemen will be technical experts who can give excellent talks on scouting subjects.

6. Obtaining instructors for the troop. The responsibility for this part of the program may be placed upon one of the troop committeemen.

7. Deciding problems of discipline. A boy who thinks he has a grievance should always be referred to the troop committee.

A Village Plan

In Glen Gardner, N. J., the Troop Committee of six members were appointed by the Local Board of Trade as "Parent Institution." One Catholic representative, one Lutheran, one Methodist, one Presbyterian, the Mayor of the Borough and a leading merchant constitute the committee.

The Mayor is Chairman. The six committees, of two members each, mean that each man is Chairman of one of the following committees and a member of one other: **Camp, Publicity, Instruction, Finance, Inspection, Troop Property.**

The Allegheny Plan

The Allegheny County Council has worked out and applied successfully in many troops in and around Pittsburgh a scheme for the subdivision of the functions of the troop committee as follows:—

TROOP COMMITTEE			
TITLE	CHAIRMAN	PROMOTER	INSPECTOR
GENERAL DUTY	ROUTINE	ACTIVITIES	STANDARDIZATION
Special Duties	Represent troop on Local Council	Publicity Agent and Propagandist	Inspect Uniforms
	Supervise Troop Business	Help Secure Expert Instructors	" Equipment
	" " Records	for Special Subjects	" Troop Formations
	" " Finance	Supervise and Promote Camping	" " Headquarters
	" " Property	" Hiking	" Camps
	Act as Troop Treasurer or Auditor	" Games	Supervise Technique of Instruction
	Direct Schemes for Raising Funds and Community Service	" Contests	" Preparation for Examinations, Observance of Scout Regulations
		" Rallies	Sit on Court of Honor
		" Physical Training	Award Badges and Honors
		" Scouting Activities	Decide Problems of Discipline

Representation of Local Council

BY-LAWS OF THE BOY SCOUTS OF AMERICA

Article XI

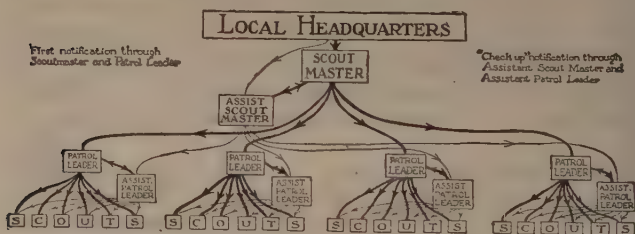
Clause 6 — Representation. In communities supervised by local councils, each chartered* institution shall be entitled to elect one of its members, other than the scoutmaster, as a member of the local council; and in the case of an independent troop, one representative citizen of the United States identified with the work of that troop, other than the scoutmaster, may be elected by the Troop Committee to membership on the Local Council, provided, however, in the larger communities where the local council work is sub-divided among district committees, the representatives of troops shall be appointed to the committee in charge of the district in which the troop holds its regular meetings and the district committee shall, in turn, elect delegates to the local council in accordance with the provisions of the constitution and by-laws of the local council.

* Chartered by the Boy Scouts of America.

FEATURES

Mobilization

It is important that each troop should have an efficient and clearly worked out plan of mobilization for use in case of emergency. In one method each Scout officer notifies those under him. A better method is double notification, as in the following diagram:



Telephones, messages, and all possible means of communication are to be utilized. The troop headquarters would ordinarily be the place of mobilization. This system should be practiced occasionally, by having "surprise hikes."

Trek-Cart

The making of a trek-cart is interesting and instructive. Buy wheels and some lumber, then let the craftsmen build it. It will prove very useful in transporting the duffle of the smaller boys on overnight "hikes." A long trek lasting a week or more is a fascinating experience. See the pamphlet on "The Pine Tree Patrol."

Farming

More than a few troops situated in rural or semi-rural districts are continuing their war farms on a peace basis and are getting valuable training and usually also a financial profit from the work.



Exhibits and Museums

Troops sometimes maintain exhibits of Scout badges, literature, forms of application, handiwork, "stalking" (bird or animal photography), etc. This is a desirable means of reaching the public. The exhibit is sometimes placed temporarily in a show window if the Scout movement is new in a town or if a special campaign is in progress. It may be kept at the office of the local council. Perhaps the best place of all for such an exhibit or "Museum" is at the troop's own headquarters. Scout exhibits may be profitably conducted in connection with rallies. Anything which proves the practical worth of Scouting is worth while.

Models of tents, log cabins, signal towers, shacks, boats, and other outdoor material; tabourets, bird houses, and other Scout-made carpentry work; maps, sketches, reports, drawings, and photographs made by Scouts; in fact anything which relates to scouting can be included in a Scout exhibit.



Bicycle Squad

Some Scoutmasters have been successful with special bicycle squads. (See Cycling Merit Badge Pamphlet.)

Red Cross Units

The older boys of a troop or troops may be trained under the Red Cross in First Aid and formed into Scout Emergency Units. Headquarters publishes a pamphlet describing the organization of these units. A Life Saving Corps may also be organized under the Red Cross.



Wireless Squad

Electricity "sharks" and signaling "experts" will be happy when assigned to the construction and operation of a wireless outfit. (See Cycling Merit Badge Pamphlet.)



Troop Cabin

Most troops have one or two favorite camping sites. In some cases the troop has been able to secure permission to erect a shack or a log cabin to serve as camping headquarters. One great value of this is that it permits continuing the overnight "hikes" through the winter.

Troop Publications

Many troops publish monthly or annual reports, including reports of accomplishments, announcements and humorous comment. These reports may be mimeographed or printed.

Pioneering and Engineering

When conditions permit, the building of towers, bridges, and the like will hold the interest of the boys.

Engineering units are often organized.



THE HOUSE BY THE SIDE OF THE ROAD

There are hermit souls that live withdrawn
In the peace of their self-content;
There are souls, like stars, that dwell apart,
In a fellowless firmament;
There are pioneer souls that blaze their paths
Where highways never ran;—
But let me live by the side of the road
And be a friend to man.

Let me live in a house by the side of the road,
Where the race of men go by—
The men who are good and the men who are bad,
As good and as bad as I.
I would not sit in the scorner's seat,
Or hurl the cynic's ban:—
Let me live in a house by the side of the road
And be a friend to man.

I see from the house by the side of the road,
By the side of the highway of life,
The men who press with the ardor of hope,
The men who are faint with the strife;
But I turn not away from their smiles nor their tears—
Both parts of an infinite plan;—
Let me live in my house by the side of the road
And be a friend to man.

I know there are brook-gladdened meadows ahead
And mountains of wearisome height;
That the road passes on through the long afternoon
And stretches away to the night.
But still I rejoice when the travelers rejoice,
And weep with the strangers that moan,
Nor live in my house by the side of the road
Like a man who dwells alone.

Let me live in a house by the side of the road
Where the race of men go by—
They are good, they are bad, they are weak, they are
strong,
Wise, foolish—so am I.
Then why should I sit in the scorner's seat,
Or hurl the cynic's ban?
Let me live in my house by the side of the road
And be a friend to man.

—SAM WALTER FOSS.

From "Dreams in Homespun," copyright, 1897, by Lee and Shepard.
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CHAPTER VIII

SCOUTING AND THE COMMUNITY

While Scouting is nationally organized and internationally practised, it is at heart a constructive activity in the local community.

Relations of mutual service and good will and understanding between the Scouting Group and the Homes, the Churches, the Schools, and the Community as a whole are fundamental.

SCOUTING AND THE HOME

One of the best tests of a Scoutmaster's efficiency is the degree to which he secures active cooperation from the Scout's home. Once the interest of the parents is obtained the Scoutmaster can count on the boy for more perfect attendance, more diligent work on the Scout tests, and more consistent application of the Scout law and the daily good turn. The Scoutmaster should know the parents of his boys and should confer often with them. He must "sell" the scouting idea to them. He must meet their queries and objections, if such there be.

Many troops have been successful with an annual Parents' Night. Sometimes the tenderfoot investiture is chosen for the first such occasion, but as a rule it is better to wait until the Scouts are sufficiently well trained to present an interesting demonstration.

Parents' Night

The program must interest the parents, must show the practical value of Scout activities, and must prove that the Scout enjoys the work.

Variety and action make demonstrations interesting. No item on the program should take more than twenty minutes. Avoid tedious intermissions and allow nothing to drag. If some hitch occurs, in a signaling demonstration for example, it is better to go on with the program than to putter

around trying to complete the "stunt." An audience of parents is not hypercritical. A short, snappy program is to be preferred to one long and wearying.

1. Certain moral values of scouting may be revealed by having some Scout oath and law ceremony. This may be followed by reports of good turns so made as to be entirely impersonal, as the true Scout is modest and shuns publicity for his good turns.

2. Demonstrations of first aid and signaling are next in importance. Plan the exhibition to strike the eye and hold attention by means of action and movement. Flag-signaling is more spectacular than telegraph work and the fireman's lift is more impressive than the most neatly done spiral reserve bandage. The more showy bandages should be chosen for demonstration. Having a doctor on the platform to approve the work of the Scouts will impress the parents with the practical value of the Scouts' knowledge. A contest always adds interest.

Setting-up exercises, staff-drill, fire by friction, and tent-pitching can also be interestingly demonstrated.

3. The parents will expect a **few** words from the Scoutmaster. He should suggest briefly the meaning and aim of scouting and should outline his immediate plan for the troop as concretely as possible. This is the Scoutmaster's opportunity to quiet the fears of anxious mothers by pointing out that the Scouts always have adequate supervision on hike and in camp.

4. Scout games should be shown. Select games the boys enjoy. Have both individual and patrol contests. Tub-tilting, Cock-fighting, and Horse and Rider can be counted on to amuse the spectators. Other games may be found in the Boys' Handbook and in this volume, page 333.

5. A sufficient program can be composed of the

foregoing materials. It sometimes is advisable to add a special feature—a short talk by a high Scout official or a local celebrity, motion pictures or lantern slides of Scout activities, or music.

6. Close the demonstrations by a salute to the flag.

If funds permit, lemonade and crackers after the festivities will give the Scoutmaster an opportunity to have a personal word with each parent. An exhibit of work done by the boys, neatly arranged and labelled, always proves interesting. A knot board, first aid kit, signal outfits, flags, tent pegs fashioned à la Scout axe, maps, carpentry work, and above all photographs are among the things to be included.

It is advisable to give each parent a copy of the information leaflet, "The Boy Scout Scheme." Some day Mrs. Jones will opportunely remind Arthur that a Scout is helpful, or that a Scout should know better than to wrap a dirty handkerchief around a cut finger.

If the Scoutmaster has presented the demonstration in an attractive way, he has "sold" the Scout idea to the parents and in future should find them ready to cooperate in every way they can.

Father and Son Dinner

An annual father and son dinner has become a custom with many a successful troop. It increases the father's interest in Scout work and should help strengthen the bond between father and son.

Get the fathers to relate boyhood experiences, perhaps in an outdoor session. Have the Scouts present a demonstration or two. Often an informal free-for-all discussion of the troop program is stimulating, especially if summer camp time is drawing near. One or two good speakers will go a long way towards assuring the success of the event. Songs and yells will help breed enthusiasm.

Toledo, Ohio, has an annual Father and Son



SCOUTS' AND FATHERS' BANQUET, MEMPHIS, TENN.

Banquet, which is attended by nearly a thousand persons.

Fathers' Week at the Columbus, Ohio, Scout camp brought forty fathers into camp with their sons. Another idea is a week-end hike with the fathers. "Son cooked for his father—bunked together." Excellent chance for father to get acquainted with his son.

Mother and son banquets have also been similarly conducted with success.

Some Scoutmasters keep up the interest of the parents by means of quarterly or semi-annual reports. These reports should sum up the work accomplished by the troop and should outline plans for the future. A word of personal comment on their own son will please the parents.

Cooperation with the Parents

The better the Scout, the more help his parents will give the Scoutmaster. The more interest the parents take in scouting, the greater will be the endeavor of the boy to live up to the Scout program. This has a double moral:

1. Enlist the aid of the parents.
2. Keep the Scout "up to snuff."

Look up the business of the fathers. A doctor can help with first aid and public health instruction. A civil engineer can help with map work. If any one of the fathers has done some particularly interesting thing, get him to tell the boys about it. A Brooklyn Scoutmaster discovered in the father of one of his boys the captain of an oil tanker which ran the submarine blockade time after time. When the troop goes to camp, one or another of the fathers may be able to get for the troop a discount on tent equipment, hardware, or food.

If a troop has to watch the pennies, the mothers can be appealed to for making bandages, signal flags, and even tents. If an occasion arises the mothers will gladly help with refreshments.



SCOUT MOTHERS OF PATERSON, N. J., ON HIKE

Cooperation with the parents helps maintain morale. When a boy is slow about passing his tests a word to his parents will frequently work wonders. But if his parents "don't think much of the Scouts" the boy's interest may weaken and die.

Such disciplinary problems as arise are ordinarily better settled without recourse to the parents. Sometimes an irrepressible little rascal cannot be cured of his meanness by the best efforts of the

Scoutmaster. The last resort should be a consultation with his parents.

Occasionally a promising youngster will take offense at some minor correction and quit the troop in a "huff." An interview with his parents will often bring him back.

The Good Turn in the Home

The parents can do much for the Scout Movement, but scouting **must** do much for the parents.

The daily good turn, by force of circumstances, is most usually performed in or about the home. Remind the boys frequently of the importance of the good turn. Regular home duties are not to be thought of as being the boy's good turn. It must be something extra and consciously done. If it is forgotten or neglected, parents may jump to the conclusion that the whole Scout program is a meaningless bluff. "A Scout is helpful." Don't let him forget it. The passing of the eleventh requirement for First Class Scout should invariably involve reports from home.

Most of all, the troop should invite and repay the parents' aid by its guidance of the boys' energies and impulses.

Supplementary Organizations

While the troop committee is mentioned here, it is in no sense a supplementary organization. It is fundamental. Its activity is basic to the life of any troop.

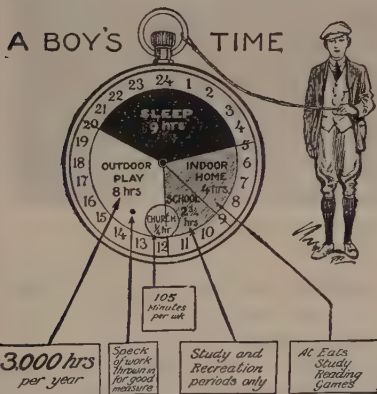
As a rule troops definitely supported by a permanent organization are more apt to survive loss of the Scoutmaster and other accidents. More than a few Scoutmasters insure the future of the troop by organizing a Parents' Association. With many church troops, the men's league of the church acts as a big brother.

Many cities, notably Montclair and Paterson, N. J., have successful organizations of Scout Mothers. In Washington, D. C., most of the fifty-four local Business Men's Associations have Committees on

Boy Scouts which supervise the work of the troops in their districts. In Michigan several school boards, in some farming districts the granges, in numerous cities the Rotary Clubs have taken the local Scout organizations under their wings.

SCOUTING AND THE SCHOOL

Scouting, while no substitute for school work, does provide a program for utilizing some of the unappropriated time of the boy. $5/24$ of $5/7$ of $36/52$ or about $1/9$ of a boy's year is spent in school. Nearly $1/3$ of his life is spent in sleep — the remaining $5/9$ of his days is relatively unorganized and undirected.



It is these hours that Scouting fills with attractive, useful, morale- and - character-building activities. It has been a basic criticism of most school methods that they have so largely and so long ignored

student interests.

The test of an educational program is not how good it looks on paper, but what it "e—duces" — what it causes to happen in the boy's mind. Scouting reaches the boy, it actually "works." It therefore offers to schools certain significant contributions.

1. **Its Methods** — of enlisting and using boy interests. The merit-badge program may awaken or hold a boy. It further is a powerful tool toward intelligent vocational guidance.

2. **Its Morale** — the Scout spirit is soon reflected in a better school spirit, which results in less of difficulty, fewer dropping out.

3. **Its Moral Values** — based on habit, for the Scout Oath and law become habitual. The "good-turn" turns up in school. It is indeed conceivable that Scouting may become a natural school vehicle for supplementing moral instruction, because Catholic, Hebrew, and Protestant Churches alike have officially adopted scouting as part of their boy program.



SCOUT GAMES ARE VIGOROUS

4. **Its Fixation of Habits** — Scouting gives the opportunity to exercise and practice civic virtues thus rendering them permanent.

5. **Its Physical Values** — The physical welfare program of scouting supplements admirably the school effort as it provides practice.

6. **Its Citizenship Through Service** — Scouting builds citizenship through the living service of citizenship. This is clearly the secret of superiority of its results over those from mere **book study** of citizenship.

This latter is intellectual, while Scouting is functional, based on fundamental boy interests and formed habits.

7. **Its Spirit of Democracy** — for Scouting is at once democratic in its membership and in its in-

ternal life. Its recognitions and advancements are based solely on what the boy can do and be.

8. Its Dignifying of Labor—The Scout must "be prepared." He must be able to do things with his hands as well as his wits. With his ideas there goes a parallel training of hand which at once spells skill and a dignifying of labor.

9. Scouting and School Marks

As Scouting should closely supplement the school effort, the Scoutmaster should check up the school scholarship of his boys. While no general conclusions are drawn, the following "findings" at Shelbyville, Indiana, are at least interesting.

SCOUTS			OTHER BOYS.		
Grade.	Boys.	Marks.	Boys.	Marks.	
7 B	13 Average	85.2%	27 Average	79.3%	
7 A	6 "	82.4%	17 "	79.8%	
8 B	17 "	87.7%	8 "	81.8%	
8 A	9 "	80.9%	3 "	83.3%	
		45 Weighted average	55 Weighted average	80.2%	
		84.9%			

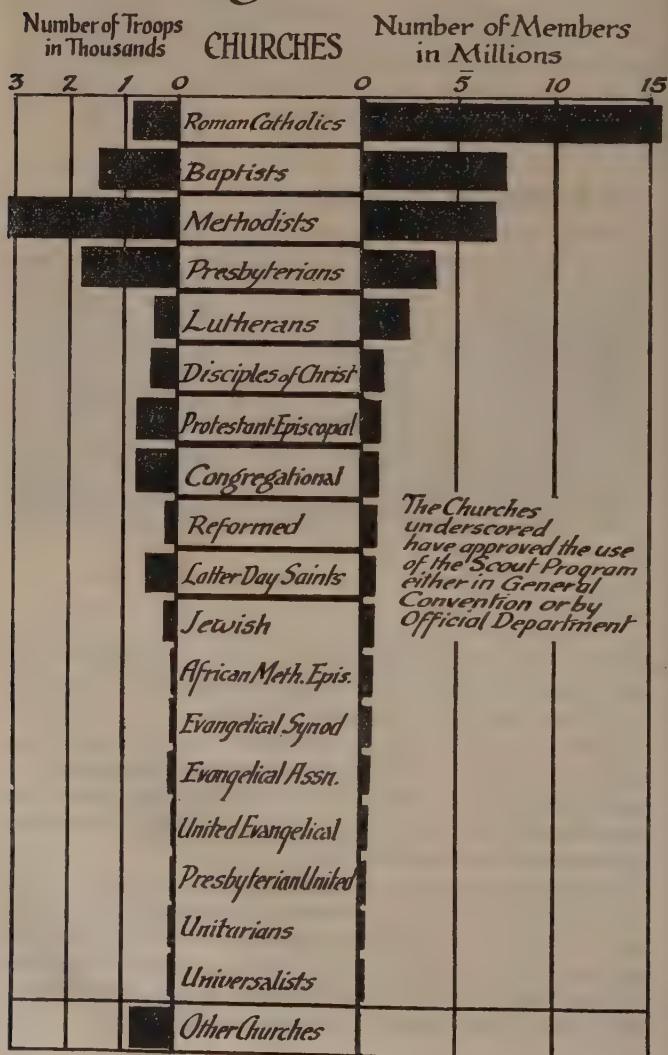
All "Scouts" passed including 32 in the High School. Two "other boys" failed.

Some Scoutmasters cooperate by receiving regularly the Scouts' school reports—enabling them to help keep the boys' standard high.

Montclair, N. J., has a High School Scout Association from various troops which cooperated with the school authorities in all matters touching Scouts who are students there. Scout discipline and morale are maintained.

Scouting is, in the judgment of leading educators, to quietly exert more of such leavening influences in our schools. That school which not only reaches the boy IN SCHOOL, but which, about the school as focal point, mobilizes the leisure and interest of its boys—that school can build manhood.

Scouting & the Church



SCOUTING AND THE CHURCH

Over half of all Scout troops in 1924 were connected with churches.

This fact reveals clearly that Scouting has a **real** contribution to make to the Church.

Among its outstanding values are:

1. It provides a **habit** rather than a **precept** basis for morals. Living the oath and law is entirely different from hearing it read and discussed.

2. Its program is built about recreation which is educational. Scouting under church auspices gives the Church a chance to become the "**hub**" of the wheel of the boy's recreation.

3. Scouting offers the Church a **seven day program**, but leaves specific religious instruction to the church of the boy's choice.

4. It grips the boy's interest, holding him to the church by an added and powerful bond. It means more boys and later more men in the Church. In the Sunday school it means **more boys**, more regularly and more permanently.

5. Scout morale and discipline bring a fine constructive tone to Sunday School discipline. "A Scout is Obedient," and "Reverent."

6. Scouting gives the Church an attractive task for holding Big men in church work as Scoutmasters and leaders.

Patrol leadership really proves utility for later church tasks, and, as with Assistants to the Scoutmaster, give "something to do" to the older boys.

7. Scouts were a powerful war-service force recognized by the United States Government. These same useful powers await mobilization by the church for various types of church service.

The Church today, as never before, has a need of recreational program for boys. The Scout program is so planned as to fill this need. Through the Troop Charter the authority for responsibility and leadership of a troop of Scouts connected with the Church is in the hands of the Church itself. This authority

enables the Church to use the Scout program in conjunction with its other programs for boys in a way so that there is no conflict of authority with a local council. It is the opportunity of the Local Council to suggest activities to troops, but it is within the authority of the Church itself, through its Troop Committee and Scoutmasters as to whether or not it shall cooperate. Cooperation, however, in city-wide activities, is always desirable.

SCOUTING AND THE STATE

Scouting stands for 100 percent patriotism. Service and worth are its soul. Scouting is non-military, but not anti-military. Sixty percent of training for military service is general preparation. Tracking, map making, signaling, camping, with all this implies of knowledge of camp sanitation, camp cooking, and ability to care for one's self in the open, are a part of the training of every Scout. Mr. James E. West writes on this point: "These things which make for discipline, obedience, loyalty, endurance, initiative, alertness, good health, knowledge of how to care for one's self, etc., should not be considered distinctively military training, but should be given as a part of citizenship training to all boys and girls to properly prepare them for their



SIGNALING FOR THE BOAT

later responsibilities, as home makers, wage earners and citizens."

Moreover Scouting uses every opportunity to establish a deep sense of loyalty and patriotism. It teaches citizenship through actual serving. The instinctive loyalty to the gang which characterizes youth is carried over into loyalty to the larger interests of the community, the state, and the nation.

The Scout uniform connotes specific training in patriotism. The Boy Scout has pledged his fealty to God and country. He may be counted upon in any time of stress to meet emergencies with steadiness and courage, and to do the full measure of his duty as a young citizen.

THE GOOD TURN

The Acid Test of Scouting

"The final and chief test of the Scout is the doing of a good turn to somebody every day, quietly and without boasting. This is the proof of the Scout..... A boy may wear all the Scout uniforms ever made, all the Scout badges ever manufactured.....and yet never be a real Boy Scout. To be a real Boy Scout means the doing of a good turn every day." (Handbook for Boys, p. 18.)

The daily good turn is the essence of Scouting. It may be the smallest and most ordinary act conceivable, — picking up a banana peel, putting ashes on an icy street, or showing a stranger his way. It may save life or relieve suffering. It may consist in public service. The deed must be something extra and must be consciously performed or the good turn loses its educative habit-forming value. Some few Scoutmasters argue that everybody, by force of circumstances, does at least one kindness a day. Hence — "Let's not waste time harping on the good turn, but let's go ahead with the tests." Result, — a badge-covered troop without a single real Boy Scout among its members.

The educative value to the individual of the good turn is directly proportional to the element of per-

sonal sacrifice involved. The Scoutmaster will be able to make his troop members see that trivial acts of courtesy are "all in the day's work," and that only those services which involve a personal expenditure of time, effort, interest or devotion will bring compensation in deepened understanding of and devotion to the cause served.

The reversed badge and the knot in the necktie, as suggested in the Handbook for Boys, are useful memory-jogs. Most successful Scoutmasters include a brief reminder of the good turn in every meeting. The Scout should not be encouraged to make good turn reports publicly, lest such a practice lead to vain glory or conceit. Probably the most effective means of encouraging the daily good turn spirit in the individual Scout is the periodic troop good turn.

The principle of community service has become one of the outstanding features of the program of the Boy Scouts of America. During the war especially many opportunities for service came to the Scouts and they were met with unvarying enthusiasm and success.



DECORATION DAY SERVICE AT ALBANY (N. Y.)

Troop Good Turns

Ravenna, Nebr.: Assisted the local police on Halloween night and by so doing prevented all harmful depredations.

Kingsville, Tex.: On "Clean-up Day" the troop helped sweep the city clean, especially the alleys and vacant lots which nobody seemed accountable for.

Portchester, N. Y.: Assisted G. A. R. on Memorial Day to decorate graves and furnished four buglers who blew "Taps" over the graves. At the Fourth of July Celebration Parade there were four first aid stations fully equipped and Scouts posted all along the line.

Hagerstown, Ind.: Scouts did traffic officer duty, detouring hundreds of autos, on occasion of big parade, did police duty for three days of horse show, served on fire, helped dig out and care for cyclone victims.

Direct community service forms the bulk of the troop good turns. Helping police and fire departments; cooperating with school authorities; taking part in "Safety First," "Clean-up," and "Swat the Fly," campaigns; acting as guides, ushers, or messengers; assisting at parades, county fairs, public functions, and celebrations of all kinds; aiding churches and welfare societies—these are some of the varieties of community service reported by troops.

There are opportunities, perhaps even needs, for such service in your town. Find them and put your Scouts to work on them. Put the proposition squarely up to the boys as an opportunity for service and you will be surprised at the enthusiasm of their response.

Annual Good Turn Report, Grand Rapids (Mich.)

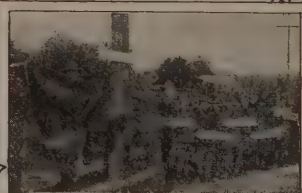
We are very proud to submit to you a report of the Civic "Good Turns" which have been accomplished by the Boy Scouts of Grand Rapids during the past year. We feel that in submitting to you this report, you will in a measure appreciate the returns that the citizens of Grand Rapids are receiving from the investment that they have made in the Boy Scout Movement.



PLANTING TREES FOR
UNCLE SAM,
SALAMANCA, N. Y.



A SAFETY FIRST CAMPAIGN IN
OAKLAND, CALIFORNIA



LONG BRANCH, N. J. SCOUTS MARKING
THE TRAIL FROM WASHINGTON TO
THE SUMMER CAPITAL



THE NEW
GENERATION
HELPING
THE
OLD



A GOOD TURN NEAR DALLAS, TEXAS

HELPING HOLD THE
CROWD "ANYWHERE"

The "Good Turn Daily" is the core of the Scout Movement, so to speak, and the Executive feels that the boys of Grand Rapids are rapidly beginning to appreciate this fact.

There are plenty of little things to report in addition. Seen from one angle, the doing of little things each day until it becomes a habit, so that the big come naturally when the chance offers, might seem the biggest thing of all.

February 22 — Gave entertainment for Watson Post, G. A. R.

February 27 — Gave entertainment for Ravenna Boy Scouts at Ravenna.

April 1 — Built nearly 200 Bird Houses and placed them in trees about the city.

April 1 — Troop No. 16 cut down a large tree for a widow lady who could not afford to have it done otherwise.

April 20 — Acted as ushers and gave entertainment at Social Center. Mass meetings for three evenings.

May 1 — Gave entertainment for merchants of S. Division Avenue during Carnival.

May 2, 3, 4 — Acted as pages and guides during Western Drawing Teachers' Convention. Meeting visitors at trains, directing them to hotel, etc. Received especial mention from the Drawing Teachers' Association and from the Association of Commerce.

May 4 — Acted as ushers at a public lecture at Central High School.

May 4 — Assisted Judge Creswell at a Garden Party which was given under the auspices of the Audubon Society.

June 1 — Killed 3,840 flies in Anti-Tuberculosis Society "Swat the Fly" Campaign. This campaign was carried on from May 1st to June 1st, when flies were very scarce.

June 14 — Delivered 3,000 booklets to all parts of the city for the Anti-Tuberculosis Society.

September 18-22 — Assisted as traffic guides and

looked up lost children at the West Michigan State Fair.

October 2, 3 — Acted as guides and ushers during the National Playgrounds and Recreation Convention. Also, gave a special demonstration of Scout activities.

October 7 — Went out into the woods and felled a tall tree and prepared it for use as a flag pole for a public school.

October 7 — Assisted Visiting Nurses with their Tag Day.

November 2, 3, 4 — One hundred and twenty-five Boy Scouts were on duty each day during the Michigan State Teachers' Association Convention. The boys arranged the seats at the Armory, acted as guides, pages, and ushers and met every train coming to Grand Rapids, escorting visiting teachers to hotels, etc. The boys received special mention from the Teachers' Association and from the Association of Commerce.

December 1, 25 — Aided the Anti-Tuberculosis Society in the sale of Red Cross Seals. The Boy Scouts of Grand Rapids were able to dispose of over 37,000 seals.

December 20 — Assisted the Big Brother Movement by aiding them in filling 2,500 stockings with candy and nuts, etc., which were to be distributed to the boys and girls of Grand Rapids.

December 22 — Aided the Social Welfare Association in collecting the 600 "Tommys' Stockings" distributed about the city, the proceeds of which amounted to \$563.44.

December 25 — Acted as ushers at the Majestic Theatre during the Big Brothers Christmas Entertainment and aided in the distribution of the Christmas Stockings.

Note: It is to be remembered that all services rendered by Boy Scouts are gratis and the boys never received tips.



SCOUTS AID IN "CLEAN-UP" CAMPAIGN

Charity Work

Philadelphia, Pa.: Sending flowers to and visiting sick boys in hospitals and poor residences.

Linfield, Pa.: Cut down dead trees in the woods and distributed the wood among poor families.

Many church troops distribute the flowers used to decorate the church at Christmas and at Easter among the hospitals. Some troops, especially in country districts, have chopped wood and hauled



A CHRISTMAS GOOD TURN

water for particularly needy families. City troops have cooperated with the Salvation Army, the hospitals, and other charitable organizations in helping the needy.

Conservation

Rome, N. Y.: During the five weeks' Camp at Indian Lake Troop 8 planted 150,000 spruce trees on 150 acres of land for the State Forestry Board.

Roselle, N. J.: The boys held a bird house building contest and put the houses up in places where the birds would not be molested.

Mineola, N. Y.: Scouts of this troop covered most of our village in a "tent caterpillar hunt."



THE SCOUT HELPS HIS FEATHERED FRIENDS

Planting and taking care of trees, building houses for and feeding birds, helping in the enforcement of the fish and game laws, waging campaigns against caterpillars and other harmful insects, putting out forest fires:—in all these ways Scout troops have done their bit, and a not inconsiderable bit, in the great battle for Conservation.

* * * * *

COMMUNITY SERVICE IS ALWAYS POSSIBLE TO ANY TROOP ANYWHERE. CONDITIONS VARY, BUT THERE IS ALWAYS WORK TO BE DONE BY THE TROOP THAT WANTS TO DO IT.

Emergency Service

In practically every great calamity of recent years the Boy Scouts have been among the first relief organizations on the ground. The Ohio floods in 1913 furnished the first important instance of this. The Massachusetts Scouts who were within call at the time of the Salem fire in 1914 did yeoman service,—performing first aid, serving hot drinks and food, guiding the refugees to shelter, and cooperating whole-heartedly with the Red Cross, the police force, and other agencies. The munitions explosion which practically wrecked the town of South Amboy, N. J., on October 4, 1918, gave the Scouts of that region an opportunity to prove their worth. For several days they worked tirelessly running errands, directing ambulances, serving food, helping in every conceivable way. A Montclair troop fed 9,000 of the refugees in forty hours.

Norwood, Mass.: Assisted firemen in putting out fire in Granite Company store in such a way that Fire Department is ready to organize a Junior Fire Patrol and trust the boys to use the hose wagon, instructing them to use hose coupling, etc.

Corpus Christi, Tex.: Helped rescue people in hurricane which swept this coast.

Cheshire, Mass.: Hunted for lost girl on mountain and traced her to next town where she was found.

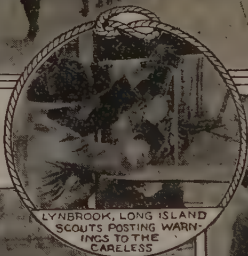
Holland, Mich.: A Second Class Scout by prompt work stopped the hemorrhage of a severed artery and probably saved his father's life.

From all over the country come reports of Scouts and troops that had learned to "be prepared" for an emergency and had met it successfully. During 1923 81 gold medals and letters of commendation were awarded to Boy Scouts for life saving. Time after time Scout troops have done valuable work at fires, floods, wrecks, explosions, collisions, and other accidents.

NOTE: Notable recent service was that performed by Scouts at the Pueblo and San Antonio floods and in connection with the Knickerbocker Theater disaster at Washington, and the tornado in six mid-west States in 1925.



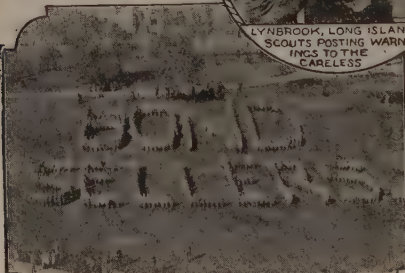
CINCINNATI, O.
SCOUTS HELP THE
RED CROSS



LYNBROOK, LONG ISLAND
SCOUTS POSTING WARN-
INGS TO THE
CARELESS



SCOUTS HELPING TO
KEEP THEIR CITY CLEAN



LIBERTY LOAN SQUAD
OF NEW YORK CITY TROOPS



SCOUTS FIGHTING FIRE
NEAR GREAT FALLS, MONT.



MONTCLAIR, N.J. TROOP INVADERS
N.Y. CITY FOR LIBERTY LOAN



War Service Record

Here is a very brief summary of the war achievements of the Boy Scouts of America throughout the country:

Located 20,758,000 board feet (5,200 carloads) of standing black walnut for gun stocks and aeroplane propellers.

Collected over 100 carloads of fruit pits, enough for 500,000 gas masks.

Conducted more than 12,000 war gardens and farms.

Distributed over 30,000,000 pieces of Government literature.

Rendered invaluable services for the Red Cross, the United War Work Committee and other national organizations serving the Government.

Served well in Food and Fuel Conservation.

Confidential service for the Third Naval District.

Performed countless individual acts of service to the Government, not recorded under any special classification.

Presented a united front of patriotic zeal in every community, which in itself was of incalculable value to the nation.

Nearly 70,000 Scouts earned the Treasury Department Medal in the Liberty Loan Drives. Almost half that number qualified for bars, in addition: 16,026 achievement buttons have been awarded for War Saving Stamps sales, also 8,221 ace medals, 18,886 bronze palms, 1,726 silver palms, 212 gold palms.

Translated into dollars, this means that the 400,000 Scouts sold about \$50,000,000 worth of War Savings Stamps, each Scout, therefore, sold an average of \$125 worth. In the four Liberty Loans they secured close to 2,000,000 subscriptions, totaling over \$300,000,000. If all the boys of scouting age had done as well as the average Scout, they would have sold \$7,500,000,000 worth of bonds. This exceeds the first two bond issues combined.

COOPERATION FOR THE ASKING

Departments of the local, state and national governments, nation-wide organizations and various institutions are ready and willing to give the Scoutmaster valuable aid for the asking. The quality of their assistance, however, will depend largely on the manner of his asking. A point to emphasize is the importance of Scouting in developing the men of the next generation. When possible point out how the troop can render service for service.



SCOUTS OF VANDERGRIFT (PA.) LEARNING FIRE PROTECTION

Civic Departments

The local Fire Department of course will supply instructors in Firemanship. The Board of Health and local hospitals can sometimes furnish men to teach First Aid, Public Health, and like topics. A short talk on police regulations will prepare the boys against the contingency of being called upon to help in an emergency. Among the teachers of the schools, of the high schools especially, are to be found experts for such subjects as Art, Athletics, Carpentry, Chemistry, Civics, Craftsmanship, Electricity, Interpreting Music, Scholarship. Play

grounds and athletic fields can be borrowed for rallies and also offer training facilities for Athletics and Physical Development. A museum trip is a good winter substitute for a hike. Special attention should be directed to the nature material and the woodcraft devices of the Indians. Reference books on all Scout subjects may be obtained from the libraries. School Boards frequently give the use of school buildings without charge.

Aid from State and Nation

National Guard units are a field worthy of cultivation. Among their personnel may be found instructors in Signalling, Map Work, Bugling, and Marksmanship. Their armories may be used on public occasions; and sometimes camping material may be borrowed. The State Commissions on Conservation, Fish and Game, Forestry, and Agriculture should not be forgotten. The Pennsylvania State Department of Agriculture furnishes two instructors on forestry for the Reading Scout Camp. In 1921 nearly ten thousand Scouts from



GOVERNMENT EXPERT INSTRUCTING SCOUTS

New York and New Jersey camped on a chain of lakes reserved for them in the Interstates Park.

Get a list of publications from the Government Printing Office. Many of the pamphlets, chiefly those of the Department of Agriculture, are useful. The maps published by the U. S. Geological Survey are the best for Scout purposes. Many of the army publications on such subjects as signalling, mess management, camping regulations, and map work will be found valuable textbooks.



SCOUT LIFE SAVING CORPS, TRAINED AND EQUIPPED BY THE A. R. C.

National Organizations

The American Red Cross has always actively supported the Scout movement. The war gave the Scouts an opportunity to render many services to the Red Cross. As a result, Red Cross officials are more eager than ever to assist the Scouts. They can supply instructors in First Aid and Life Saving and to Scouts over sixteen offer certificates of pro-

iciency in these subjects with membership in Emergency Units and in Life Saving Corps.

The Y. M. C. A. has from the beginning co-operated with the Scouts. Many city troops find the "Y" pool the most convenient place to give swimming instruction and tests. Athletics and Physical Development also fit in with the Y. M. C. A. program.

A local branch of the Audubon Society will help teach nature study.

The Appalachian Club has offered to Scouts its maps of Appalachian trails, the use of its camps and shelters, and even guides and other leadership. Camping clubs all over the country have cooperated largely and successfully with the Scouts.

Business firms will gladly aid in vocational guidance. A trip through a large factory, ship yard, mine, or work shop is sure to interest the boys and it may help one of them choose his life work.

Service for Service

Each one of these agencies has available men or materials or both which will aid the Scoutmaster in keeping his Scouts interested.

In turn, Scouts may serve. For example:— One troop expressed its gratitude for special playground privileges by helping out on Saturdays with the younger children,— teaching them games and acting as monitors.

The rule for the Scouts should be:— Render service for service, give good measure, and do it first.

SCOUT PUBLICITY

"The man who has a thing to sell
And goes and whispers down a well—
Isn't half as apt to collar the dollars
As the man who climbs a tree and hollers."

Public opinion ultimately rules. But public opinion rests on information or lack of it. No community will "get back of" Scouting unless they know about it— unless they understand it.

The Scoutmaster and the Scribe, cooperating perhaps with the Publicity member of the Troop Committee, must inform the public about Scouting and Scouts. National Headquarters can not handle your local publicity, though it supplies quantities of desirable general material. The personal touch of local people can best secure space and favorable editorial comment.

Constantly calling the attention of the public to the service rendered by Scouting is essential to the success of Scouting.



WINDOW DISPLAYS ARE GOOD PUBLICITY

As a general thing, whatever is worth doing, is worth telling about, and Scout officials should see that the public has a good chance to read in the daily papers of the activities of the Scout troop. Does Scout Jones advance to first-class standing? Make a note of it in the paper. Has Henry Smith received his Life and Star? Tell the public about it. Did the troop take a hike last Saturday? Give an account of it, possibly a humorous one, to the local paper.

Emphasize the fundamentals also — the purposes and the program of Scouting. Educate the public in Scouting. You may have reached the XYZ stage, but do not overlook the many people who do not know the ABC of Scouting.

Under the pressure of routine business there is a temptation for men in the center of such an activity as Scouting to lose sight of the vast influence for their cause wielded by a sympathetic and enthusiastic newspaper writer. The very capability of a good reporter with persistence in getting at the things that he should know, is sometimes disturbing to men not familiar with the giving out of news. A reporter is responsive to fair dealing, and he should not be subjected to the embarrassment of having stories handed him in which there is no element of newness.

There are men in connection with advertising agencies, department stores and manufacturing and distributing concerns, especially in the motor business, who can ably cooperate with Scout officials in publicity matters.

Sporting goods, food, clothing and department stores, sellers of optical goods and books, all are alert to popularize their windows. The Boy Scout activities present an exceptional opportunity for them. A representative of the troop or of the local council, who is an enthusiastic salesman and who himself knows what good window trimming is, should call on the managers and window trimmers and work up good displays.

In cities where the restaurants cook flapjacks in the window, there is a splendid opportunity to station a couple of Scouts with the turning ladles, with some camp scenery. The big thing in window trimming is the presentation of a single idea, either through the use of a number of articles relating to that idea or through a solid window of one thing.

It is by no means too much to ask a book store to concentrate upon Boy Scout and outdoor literature. The department stores can easily make a bed of dark-colored blankets, offer wool socks with the right advice regarding their wear, and build up the scene of an overnight camp with description and price of each article.



PUBLIC OCCASIONS

The Small Rally*

The Scout rally is the community expression of scouting. Its purposes is twofold,—to stimulate the Scouts and to interest and inform the public.

Hence it lives up to its name. It rallies the enthusiasm of the Scouts. It forces them to realize that scouting has a large scope wider than the walls of their own particular meeting room. The contact with other troops quickens and arouses troop loyalty. Furthermore, the rally results in a stimulating interchange of ideas, spurring each troop to greater activity.

The rally should be of equal significance to the community. The program should be carefully planned with reference to its interest for the spectators and should prove both the practical value of Scout training and the fact that the boys enjoy it.



WHEN SIR ROBERT BADEN-POWELL VISITED NEW YORK SCOUTS

* Large rallies are treated in the Scout Executives' Manual.

For the Troop

Much of the material here grouped under rallies is of equal or greater value to the individual troop. In the first place, a troop exhibition — perhaps for Parents' Night — is in effect a rally reduced to its lowest terms.

Inter-Troop Contests

Aside from the large, spectacular rallies and reviews, there is great value to the Scouts of any community in inter-troop and inter-patrol contests.



FUN FOR PARTICIPANT AND SPECTATOR

Competition properly directed increases troop loyalty and efficiency. If the events are selected so as to run parallel with the Scout tests, the boys will unconsciously learn a good deal as they practise the events. The preparation for such contests will assist the Scoutmaster in planning meetings.

Demonstrations

Demonstrations of Scout work, such as outlined below, can be frequently used. For example:

- A. Parents' Night.
- B. Scout demonstration in Public Schools.
- C. Scout demonstration before women's clubs, city clubs, etc.
- D. Scout demonstration before groups of men considering the formation of a troop committee.

General Suggestions

The rally should be as widely advertised and as attractively staged as possible. The ideal place for a Scout rally is a natural amphitheatre not far from town, convenient to an automobile road or a trolley line. Lacking this, any open field can be made to do.

Of course, when weather permits, no rally will be held indoors. However, during the dreary season of bad weather, a rally held in an armory, gymnasium, or other large assembly hall will help maintain interest. In most cases the indoor rally will bring out the larger attendance of spectators, although the out door rally will permit more real Scout work.

Preparation for a Rally

A rally committee should be organized and should work out carefully in cooperation with the Scoutmasters concerned a detailed program of the events to be scheduled. Complete details as to the contests and demonstrations planned should be sent out a month before the rally so that the boys may have time to prepare and to practice. Usually the actual entries for contests are made on the field.

The Double Aim

In planning the program, remember that the rally is intended primarily for the boys themselves. Each troop should give at least one demonstration and the contests should be so assorted that each Scout shall enter at least one. Do not forget that the rally should also hold the interest of the spectators. Choose games and contests that have plenty of movement and, if possible, a laugh in addition. Choose demonstrations that make apparent the practical value of Scouting. The announcer's megaphone will keep the spectators informed as to what is going on.

Rally Program

1. **Review of Troops.** Troops lined up at salute repeat Scout Oath.

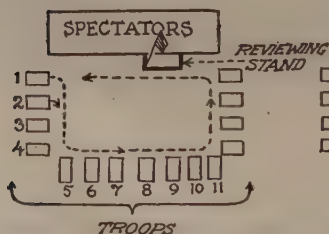
2. **Contests.** A suggestive list will be found on pages 319 to 331. Arrange the contests so that the finish will be visible to the spectators and announce all results by megaphone.

3. **Demonstrations.** See next page. It is recommended that one Scout with each demonstration carry a boldly printed sign labelling the demonstration.

A game in which all the Scouts present participate, the presentation of badges and honors, a speech, or some other special feature may be added.

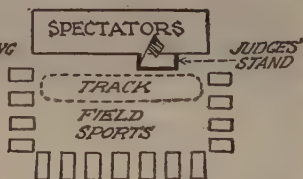
4. **Rally to the Flag.** At a bugle signal all Scouts run and mass themselves in front of reviewing stand. After a word or two from the officials, they repeat the Pledge of Allegiance and sing one verse of "America."

1. REVIEW

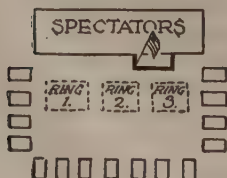


Troop 2. falls in after troop 1. and the other troops follow in sequence

2. CONTESTS



3. DEMONSTRATIONS



4. RALLY-FLAG LOWERING



Scout Demonstrations

Practically every feature of Scout work is susceptible of demonstration. Circumstances will usually dictate the choice. Obviously at a large outdoor rally wall-scaling will interest the crowd more than knot-tying. At a parents' meeting in the church parlor, conditions would be reversed. The following list of possible demonstrations will prove suggestive.

First Aid

Bandaging, triangular and roller. Stretchers.

Fireman's Drag and Lift. Life Saving.

Resuscitation. Tourniquet.

Transportation of the wounded, Lone Scout, Twin Scout, Scout patient, bicycles, trek-carts. Card sign with each demonstration.

House "Fire" (made of timber and canvas). Set on fire by ragamuffins, Scouts form bucket brigade. First aid squad rescues inmates, fireman's lift, stretchers, bandages, etc.

Signaling

Semaphore Drill.

Field Telegraph.

Wireless.

Morse Demonstration.

Field Telephone.

Camping

Making Camp.

Building Lean-to.

Trek-cart.

Camp-fire Scene, elec-

Tent Pitching.

tric lights.

Games and Physical Development

Setting-up Drill.

Tilting.

Pyramid Building.

Staff Drill.

Tug-of-War.

Miscellaneous

Spar-lashing.

Archery.

Knot-tying.

Wall Scaling.

Lasso and Rope Work. Fire by Friction.

Tower Building. Bicycle Squad.

Scouts of all times; pioneers, discoverers, etc.

Scout Law (Pantomime).

Variation of the Rally

Besides the standard type of rally several variations are possible, such as a Wild West Round Up, an Indian Pow Wow, a Scout Circus, a Scout Field Day, a Water Carnival.

The Round Up

The Round Up would naturally feature contests and demonstrations related to the life of the western cow-punchers. In the Handbook for Boys are to be found several such games. Of course, a lasso demonstration or contest should not be forgotten.



ARIZONA SCOUTS "ANTELOPING"

The Pow Wow

Running the gauntlet, hurling the spear, archery contests, Indian war dances, and the like will make up the program of a Pow Wow. This may be combined with an historical pageant, depicting the early history of the town.

The Scout Circus

Everyone knows what a circus is. Two or three troops in a small community can give a surprisingly entertaining circus, with but little preparation. Scout games and demonstrations would, of course, be included in the program.

Scout Field Day

When the program of a Scout rally includes no demonstrations as such but is confined to contests it may be more properly entitled a Field Day. All sorts of athletic and Scout contests may be combined to form an interesting program.

Water Carnival

Swimming races, canoe and row boat races, diving contests, life saving, demonstrations and various water games—such is the material for a water carnival. Water Tilting, Canoe Tag, and the Run, Swim, and Paddle Race are described in the Handbook for Boys. Also see pages 329 and 330.

The Scout Pageant

During the past few years the pageant as the expression of community spirit has come to play an important part. The Scout program lends itself particularly well to this kind of dramatic expression. The lives of the fine old pioneers and historic heroes dear to the hearts of Scouts may well find a place in play and pageant. The various arts and crafts represented by the merit badge service, the dramatic rendering of a realistic "make believe" rescue or signal service, an impressive camp fire scene, all offer splendid opportunity for pageant treatment.

Note: An interesting and suggestive article by Mr. W. E. Longfellow on a Scout Merit Badge Pageant will be found in SCOUTING of the September 15, 1916, issue.

Historical Pageants

The Scout pageant is practically only another variation of the rally. In addition, Scouts have given or taken part in many local historical pageants. Pageant managers all over the country have found that it takes only a little paint and feathers to make a first-class Indian out of a first-class Scout.

LOCAL CELEBRATIONS



WASHINGTON SCOUTS ASSISTING POLICE AT PERSHING PARADE,
AUGUST, 1919

Founder's Day celebrations, Old Home Week, County Fairs, and similar events usually find the Scouts rendering important and conspicuous service. Frequently the Scouts take charge of one or more features of the program. They conduct the flag ceremony. They give a demonstration of Scouting. Perhaps they present a playlet. They act as ushers, guides, first aid assistants, etc. The principle of the good turn—of Scout service—holds true from Maine to California.

Batavia, Ohio. Ushers at Chatauqua received "Home Comers" and carried grips and baggage at Batavia Home Coming and Centennial.

Granville, N. Y. We had charge of the field sports last Labor Day. We formed a staff-line to hold the crowd back at the sports in the morning and at the ball game in the afternoon.

Laurens, S. C. Our boys have been brought before the public in several ways. 1. Old Soldiers' Memorial Day. 2. School Fair. 3. County Fair. At the last the Scouts were of great assistance when a grand stand collapsed and fifty people were injured.

Holidays

Local holidays, such as Columbus Day in New England, the Rose Festival in California, the Mardi Gras in New Orleans, find the Scouts lending a hand as usual.

Every National holiday is an opportunity to more firmly build the patriotic basis of Scouting.

Lincoln's and Washington's Birthdays are the occasions to reach the boy from the hero-worship angle.

Flag Day relates directly to the Scout program, especially to the tenderfoot test on the flag. In some localities, the Scouts participate in special flag-raising ceremonies, and in the school exercises.

A pageant for Flag Day, entitled "The American Flag and Scout Ideals," by Prof. H. A. Smith, has been printed by and may be obtained from National Headquarters.

Memorial Day service is often included in the troop good turn reports.

In the South the Scouts pay honor to Confederate veterans.

The Fourth of July is a date frequently used for Scout rallies. Moreover, the Scouts have assisted at Independence Day celebrations in many ways.

Burlington, N. J. Organized big celebration on July 4th and were instrumental in having municipal flag pole raised and presented to city and big flag raised thereon. Appointed by Mayor as custodians of the flag and are in charge of raising and lowering it.

Scout Anniversary Week

The annual celebration of the birthday of the Boy Scouts of America on February 8th has become a custom with practically all troops. Troop good turns, special Scout services on Sunday, father and son banquets, demonstrations, and patriotic celebrations can be included in the week's program.

Detailed suggestions for "Anniversary Week" are published each year in SCOUTING.

SPIRIT OF THE EVERLASTING BOY

By Henry van Dyke

O spirit of the everlasting boy,
Alert, elate,
And confident that life is good,
Thou knockest boldly at the gate,
In hopeful hardihood,
Eager to enter and enjoy
Thy new estate.

Through the old house thou runnest everywhere.
Bringing a breath of folly and fresh air.
Ready to make a treasure of each toy,
Or break them all in discontented mood;
Fearless of Fate,
Yet strangely fearful of a comrade's laugh;
Reckless and timid, hard and sensitive;
In talk a rebel, full of mocking chaff,
At heart devout conservative;
In love with love, yet hating to be kissed;
Inveterate optimist,
And judge severe,
In reason cloudy but in feeling clear;
Keen critic, ardent hero-worshipper,
Impatient of restraint in little ways,
Yet ever ready to confer
On chosen leaders boundless power and praise;
Adventurous spirit burning to explore
Untrodden paths where hidden danger lies,
And homesick heart looking with wistful eyes
Through every twilight to a mother's door;
Thou daring darling, inconsistent boy,
How dull the world would be
Without thy presence, dear barbarian,
And happy lord of high futurity!
Be what thou art, our trouble and our joy,
Our hardest problem and our brightest hope!
And while thine elders lead thee up the slope
Of knowledge, let them learn from teaching thee
That vital joy is part of nature's plan,
And he who keeps the spirit of the boy
Shall gladly grow to be a happy man.

From "Poems of Henry van Dyke," copyright 1911, by
Charles Scribner's Sons, by permission of the publishers.

PART II

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CHAPTER IX

THE SCOUTMASTER

A Commissioned Officer

The Scoutmaster is a Commissioned Officer. While responsible to the local Troop Committee he is the representative of a national program authorized by the Congress of the United States to operate under a National Council.

The Scoutmaster, when all is said, is the man who must **make things happen** in his troop and who is responsible for what happens.

Scouting, however, is no "one-man-job"; it is cooperative endeavor.

A Scoutmaster's success may be measured by the fullness of the cooperation he secures.

How May the Scoutmaster Secure Training?

The Scoutmaster must "get-on-to" his job. On this point all are agreed. But how shall this be done?

a. Shall the Scoutmaster keep just a step or two ahead of his troop and grow with his boys into Scouting?

b. Or shall the Scoutmaster be trained before assuming his duties?

While previous training is clearly the thing to be desired, it is doubtless true that for some time, especially in smaller communities, it will be difficult of realization. Meantime it remains the ideal.



THE SCOUTMASTER

“ Who builds in Boys builds lastingly in Truth,
And ‘ vanished hands ’ are multiplied in power,
And sounds of living voices, hour by hour,
Speak forth his message with the lips of Youth.

Here, in the Home of Hope, whose doors are Love,
To shape young souls in images of right,
To train frail twigs straight upward toward
the Light;
Such work as this God measures from above !

And faring forth, triumphant, with the dawn,
Each fresh young soul a missionary for weal,
Forward they carry, as a shield, the seal,
Of his example — so his work goes on.

Granite may crumble, wind and wave destroy,
Urn, shaft or word may perish or decay;
But this shall last forever and a day —
His living, loving monument — a Boy ! ”

— From Gibson’s “ Boyology.”

At present, the following methods of training Scoutmasters are available:—

1. **Through apprenticeship** as Assistant Scoutmasters. Wherever possible service as an Assistant Scoutmaster is urged as the "Scout method" of learning by doing.

At least, a "new" Scoutmaster should "see" some good Scoutmaster "in action," if physically possible, before beginning his own work.

2. Through Formal Schools

a. **In Universities.** Many universities now conduct regular courses as well as summer or short courses in Scouting and in Scout theory.

Training Courses for Scoutmasters

Courses for the training of Scoutmasters in local councils have been standardized through the leadership of the Department of Education, which prepared the September, 1923, issue of *The SCOUT EXECUTIVE* as a "Training Number," submitting standard requirements with suggested outline of a program for which work the Department of Education issues National Training Certificates. During the year 1924 more than 350 training courses were conducted by local councils, which were attended by more than 8,000 men. A number of the councils sent in their courses for approval and awarded the National Training Certificates to their students.

Cooperation in Normal Schools, Colleges and Universities

Many institutions of learning are including Scout leader training courses in their regular curriculum, and some of them are giving college and normal school credits. In some instances the scout instructor is employed by the educational institution. In other cases our scout executives are giving volunteer leadership to these training courses.

During 1924 a large number of universities, colleges and normal schools throughout the United States cooperated in this training work for Scout leaders, among them:

Midland College, Fremont, Neb.
Dana College, Blair, Neb.
Luther College, Decorah, Ia.
LaCrosse State Normal School,
LaCrosse, Mo.
Bradley Polytechnic Inst., Peoria,
Ill.
University of Nebraska, Lincoln,
Neb.
Brigham Young University, Provo,
Utah
Utah Agricultural College, Logan,
Utah.
St. Cloud State Teachers' College,
St. Cloud, Minn.

Indiana University, Bloomington,
Ind.
University of Georgia, Athens, Ga.
Central State Normal School,
Lock Haven, Pa.
Colorado College, Colorado
Springs, Colo.
Bloomsburg State Normal School,
Bloomsburg, Pa.
Louisiana State Normal School,
Natchitoches, La.
University of Texas, Austin, Tex.
University of California, Berkeley,
Cal.
Oregon State Agricultural College,
Corvallis, Ore.

Puget Sound College, Tacoma, Wash.	New York State College of Agriculture, Ithaca, N. Y.
Southwest State Teachers' College, Springfield, Mo.	Northwestern University, Evanston, Ill.
Dakota-Wesleyan University, Mitchell, S. D.	Central Michigan Normal School, Mount Pleasant, Mich.
Tempe Normal School, Tempe, Ariz.	Iowa State Teachers' College, Cedar Falls, Ia.
Flagstaff Normal School, Flagstaff, Ariz.	University of Minnesota, Minneapolis, Minn.
University of Delaware, Newark, Del.	Columbia University, New York, N. Y.
Whitman College, Walla Walla, Wash.	Yale University, New Haven, Conn.
St. Ambrose College, Davenport, Iowa.	Harvard University, Cambridge, Mass.
University of Kansas, Lawrence, Kan.	Mercer University, Macon, Ga.
	George Peabody College, Nashville, Tenn.

b. **Local Council Schools.** Local schools for Scoutmaster Training are a regular part of local council activity.

While there is considerable variation in point of the time of year—length of the session—arrangement of the time, whether concentrated into a few days or spread for fewer hours over more days—yet there is nearly universal effort to provide such training.

Scoutmasters in the more isolated communities can easily secure permission to take advantage of such schools in their vicinity.

Year Ending December 31, 1924

The following Councils conducted approved Scout Leaders Training Courses:

Albany, Ga.	Bartlesville, Okla.	Fremont, Neb.
Ames, Iowa	Bethlehem, Pa.	Fall River, Mass.
Auburn, New York	Beaumont, Tex.	Fresno, Cal.
Ansonia, Conn.	Beloit, Wis.	Findlay, Ohio
Athens, Ga.	Charleston, S. C.	Grand Rapids, Mich.
Anderson, Ind.	Cincinnati, Ohio.	Globe, Ariz.
Ann Arbor, Mich.	Concordia, Kan.	Gloversville, N. Y.
Austin, Tex.	Colorado Springs, Colo.	Gladstone, Mich.
Augusta, Ga.	Casper, Wyoming	Graham, Tex.
Albany, N. Y.	Cushing, Okla.	Grove City, Pa.
Aurora, Ill.	Chicago, Ill.	Galveston, Tex.
Ardmore, Okla.	Columbus, Ga.	Hopkinsville, Ky.
Abilene, Tex.	Des Moines, Ia.	Hazleton, Pa.
Braddock, Pa.	Duluth, Minn.	Houston, Tex.
Baltimore, Md.	Denison, Tex.	Hartford, Conn.
Brainerd, Minn.	Detroit, Mich.	Hackensack, N. J.
Brooklyn, N. Y.	Drumright, Okla.	Hobart, Okla.
Bangor, Maine	Duncan, Okla.	Hammond, Ind.
Battle Creek, Mich.	Davenport, Iowa	Ithaca, N. Y.
Boone, Ia.	Dubuque, Iowa	Indiana, Pa.
Bay City, Mich.	Elkhart, Ind.	Iron Mountain, Mich.
Blommsburg, Pa.	Eau Claire, Wis.	Johnstown, Pa.
Bloomington, Ill.	El Paso, Tex.	Jackson, Mich.
Bayonne, N. J.	Easton, Pa.	Jefferson City, Mo.

Kingston, N. Y.
 Kankakee, Ill.
 Kansas City, Mo.
 Lincoln, Neb.
 La Crosse, Wis.
 Long Beach, Cal.
 Lima, Ohio
 Louisville, Ky.
 Lock Haven, Pa.
 Lexington, Ky.
 Lebanon, Pa.
 Mason City, Iowa
 Malden, Mass.
 Milwaukee, Wis.
 Marietta, Ohio.
 Minot, South Dakota
 McAlester, Okla.
 Mineola, N. Y.
 Modesto, Cal.
 Minneapolis, Minn.
 Medford, Mass.
 Middletown, Ohio.
 Marion, Ind.
 New Britain, Conn.
 Norman, Okla.
 New London, Conn.
 Norristown, Pa.
 Newark, N. J.
 New Haven, Conn.
 Oak Park, Ill.
 Oshkosh, Wis.
 Oklahoma City, Okla.

Okmulgee, Okla.
 Ottumwa, Iowa.
 Orange, Tex.
 Omaha, Neb.
 Oneonta, N. Y.
 Oakland, Cal.
 Pittsfield, Mass.
 Peoria, Ill.
 Parsons, Kan.
 Pasadena, Cal.
 Philadelphia, Pa.
 Porterville, Cal.
 Providence, R. I.
 Penia, Ariz.
 Phoenix, Ariz.
 Pontiac, Mich.
 Paducah, Ky.
 Ponca City, Okla.
 Rutland, Vt.
 Richmond, Va.
 Reading, Pa.
 Raleigh, N. C.
 Rockford, Ill.
 Syracuse, N. Y.
 Sacramento, Cal.
 Salt Lake City, Utah
 Savannah, Ga.
 Salem, Ohio.
 Sioux City, Iowa
 Santa Paula, Cal.
 Stockton, Cal.
 Springfield, Ohio

St. Cloud, Minn.
 Scranton, Pa.
 Shreveport, La.
 St. Paul, Minn.
 Shawnee, Okla.
 St. Louis, Mo.
 Superior, Wis.
 Santa Barbara, Cal.
 Salem, Oregon
 Springfield, Mo.
 Spokane, Wash.
 Sapulpa, Okla.
 South Bend, Ind.
 Sweetwater, Tex.
 Sedalia, Mo.
 Tulsa, Okla.
 Torrington, Conn.
 Uniontown, Pa.
 Visalia, Calif.
 Van Wert, Ohio
 Wilkinsburg, Pa.
 Warren, Pa.
 Waterloo, Iowa.
 Wichita Falls, Tex.
 Wichita, Kans.
 West Palm Beach, Fla.
 Williston, North Dakota
 Wilmington, Del.
 Watertown, N. Y.
 Walla Walla, Wash.
 Zanesville, Ohio.



SCOUT LEADERS AT CRANBERRY LAKE (N. Y.) CONFERENCE

3. Special Regional Short Courses. Isolated communities or groups of smaller towns can easily secure short courses through their own District Office and National Headquarters.

It is by no means difficult to mobilize speakers and demonstrators of Scout activities for such short courses, as the entire staff of the Scout organization is ready to cooperate.

4. Executives and Commissioners

Scoutmasters should freely utilize Scout Executives and Commissioners to secure training and suggestion and advice.

5. Interchange of Ideas

The Scoutmaster may be trained in part for his duties by an interchange of ideas with other Scoutmasters.

This may be accomplished:—

a. In larger communities by **local meetings** of the Scoutmasters.

Note: In some places the Scout Executive has his Scoutmasters organized on a troop and patrol basis and they actually "scout" together, developing methods and technique.

b. By **regional or district meetings** of Scoutmasters.

c. By trips and visits to other Scout leaders in other communities, securing their ideas. In substance this is done on pages 87 to 155.

6. Self-Help

Over 5,000 Scout troops are not under executives; in fact many troops are the only Scout troop in their villages.

Scoutmasters, in these smaller communities, are largely dependent upon **self-help** for their training.

The following are available sources of material:

a. General Reading.

b. Special Scout Literature.

c. By correspondence with experienced Scout leaders.

d. By regular correspondence course in Scoutmastership conducted by Columbia University.



SCOUT EXECUTIVES AT A TRAINING CAMP

How to Scoutmaster on a 7 Day Week

The former Director of the Educational Department, Lorne W. Barclay, urges a Scoutmaster to—

1. **Organize** his time and that of his troop.
2. **Deputize** others to assist him.
3. **Supervise** carefully what is done, and to which we should doubtless add
4. **Recognize** with appreciation the help and contributions of his helpers as an element in maintaining good morale.

In addition thereto, of course, he should devise ways to come into close personal touch with his individual boys.

Being Thrifty with Time

Scoutmasters are busy men with normal business and social duties like other men — who elect, however, to find at least a part of their recreation in boy service. From the very nature of the case, they must plan their time with care. While scouting places demands upon a man's time yet if he but watch the little time leaks in his days, he can readily **save** enough time to replace all the hours he spends with the troop. Perhaps the first thing to do in being **thrifty with time** — is

1. To carefully note at the end of a day the time spent in various ways.

A comparison of several days "time expenditures" will clearly reveal any existing "leaks."

2. The next step is to **plan** in advance what you will do tomorrow or during the week and then check up on the list. Many prominent men of affairs testify to an increase in their **productive** capacity of 30-50% by thus being Thrifty with Time.

Division of Labor

The Scoutmaster will find more time for personal contact with his boys by delegating much of the routine work in connection with the troop to others. His success as a Scoutmaster depends largely on his efficiency as an executive. Only a genius, trained in scoutcraft and favored with unlimited leisure, can successfully carry the entire responsibility alone. The routine work may be divided up as follows:

Troop Committee: Insure permanence of troop — assist in planning and executing program for the troop, including the summer camp. Supervise troop funds and property. Assist in investiture ceremonies. Advise concerning troop policy.

Assistant Scoutmasters: Give instruction. Plan and conduct hikes under Scoutmaster's supervision. Conduct contests. Cooperate with other officers. Act for the Scoutmaster in his absence.

Senior Patrol Leader: Preside at meetings. Lead games. Carry out plans of the Scoutmaster. Supervise and direct work of Patrol Leaders and Scouts.

Patrol Leaders and Assistants: Maintain discipline and encourage progress in Scout requirements. Give elementary instruction. Help with games and activities.

Scout Scribe: Roll Call. Check up collection of dues. Keep records of tests passed.

Scout Experts (experienced Scouts): Instruct in first aid, signalling, etc., give preliminary tests.

Special Instructors (adult experts): Give advanced instruction.

The question may be raised — "What is left for the Scoutmaster to do?" It has already been said that he is the "Key Man." He should so inspire the other officers and so correlate their functions, that the net result is the continued, unified progress of the troop. Above all, he should keep in personal touch with each boy in the troop.

THE SCOUTMASTER AND HIMSELF

It is very important that every man should become acquainted with himself. The periodic inventory is sound sense in any business, even in that of living one's own life. For the Scoutmaster such an inventory is vital because he works with boys.

Three things are important:—

First:—To analyze himself as to personality, many, many elements of which can be modified by "taking heed thereto."

Second:—To analyze himself as to how effectively he meets the requirements for an ideal Scoutmaster.

Third:—To measure the outcome of his influence upon the troop.

I. OUTLINE FOR ATTEMPTING AN INVENTORY OF ONE'S PERSONALITY

The following list of human qualities is presented with spaces for indicating possession of any of 5 degrees of each quality.

Check which of the 5 degrees of each quality best represents your strength or weakness.

Such an inventory (especially if checked by some one who is a **good enough friend** to tell the truth as he sees it) can become the basis for conscious changes.

For example, the man who finds that he ranks as follows:—

(X)		
Unsocial		Companionable
.....		
or		
Unsocial	(X)	Companionable
.....		

can very easily effect **new habits** by consciously being more social in his dealings with others,—such habits soon become fixed.

AM I AS A PERSONALITY?

Pessimistic	.....	.....	.....	Optimistic
(poor)	(fair)	(average)	(good)	(superior)
Grouchy	.....	.....	.....	Cheerful
Discouraged	.....	.....	.....	Hopeful
Selfish	.....	.....	.....	Unselfish
Conceited	.....	.....	.....	Humble
Ostentatious	.....	.....	.....	Democratic
Unappreciative	.....	.....	.....	Appreciative
Unsympathetic	.....	.....	.....	Sympathetic
Suspicious	.....	.....	.....	Trustful
Unsocial	.....	.....	.....	Companionable
Unforgiving	.....	.....	.....	Forgiving
Intolerant	.....	.....	.....	Tolerant
Explosive	.....	.....	.....	Eventempered
Closed minded or dogmatic	.....	.....	.....	Openminded
Disrespectful	.....	.....	.....	Respectful
Rude	.....	.....	.....	Courteous
Harsh	.....	.....	.....	Kind
A Fighter	.....	.....	.....	A Cooperator
A Driver	.....	.....	.....	A Leader
Blundering	.....	.....	.....	Tactful
Noisy	.....	.....	.....	Quiet
Impulsive	.....	.....	.....	Deliberate
Easily rattled	.....	.....	.....	Poised
Underhanded	.....	.....	.....	Open, frank
Cowardly	.....	.....	.....	Courageous
Greedy	.....	.....	.....	Generous
Miserly	.....	.....	.....	Benevolent
Weak willed	.....	.....	.....	Strong willed
Impure	.....	.....	.....	Pure
Irreverent	.....	.....	.....	Reverent
.....				



II. AS A SCOUTMASTER, WHICH AM I?

Poor Fair Average Good Superior

With respect to the following qualities or others which I may add to the list?

A Scoutmaster obeys the Scout Law	 (poor)	 (fair)	 (average)	 (good)	 (superior)
A Scoutmaster loves God's Out-of-doors	.....	.....	.....	.....	.....
A Scoutmaster loves to and does help boys	.....	.....	.....	.....	.....
A Scoutmaster is prompt	.....	.....	.....	.....	.....
A Scoutmaster is just, impartial	.....	.....	.....	.....	.....
A Scoutmaster is openminded	.....	.....	.....	.....	.....
A Scoutmaster is tolerant of other feelings and views, but not tolerant of evil	.....	.....	.....	.....	.....
A Scoutmaster is good-natured, cheerful	.....	.....	.....	.....	.....
A Scoutmaster is eventempered	.....	.....	.....	.....	.....
A Scoutmaster is sympathetic	.....	.....	.....	.....	.....
A Scoutmaster is clean of speech and of person	.....	.....	.....	.....	.....
A Scoutmaster is a companion	.....	.....	.....	.....	.....
A Scoutmaster is modest, the modesty of readiness	.....	.....	.....	.....	.....



This type of inventory may very properly be made with respect to slowness in reports, one-man-management, parlor scouting, etc., and thus become the basis of conscious readjustment.

III. MEASURING RESULTS

Probably the most important inventory a Scoutmaster should make is one to measure results. Many of the outcomes of his work are spiritual and cannot be easily measured. There are, however, certain effective checks on his work which are invariably significant.

A. Most important among these is checking up **troop losses** — boys dropping out.

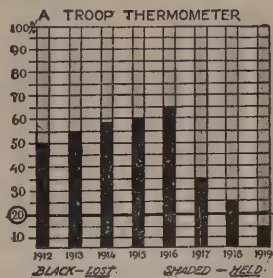
Such a check should be made at least twice a year and preferably kept down to date all the time.

It includes the following items:—

1. Percentage of Boys Lost and Kept,

This can be kept from year to year, as follows:—

In the sample "thermometer" 1912 to 1916 found conditions growing worse—more dropping out each year, 1917 lost but half as many, while 1919 came into proper conditions of holding boys. A Scoutmaster awakening to the fact in 1916 might by readjustments easily show such a reduction as shown for 1917.



A TROOP LOSING 20% OR MORE OF ITS MEMBERSHIP IN A YEAR SHOULD STUDY THE REASONS WHY.

2. Why Do They Drop Out?

Moving.....	Lost interest
Parents.....	Lack of time.....
Uncongeniality with boys.....	Too old.....
Uncongeniality with Scoutmaster.....	



A SCOUT RALLY AT YONKERS (N. Y.)

3. How Long Have You Kept Them?

and

At What Age Did They Drop Out? (Also to
What Class Had They Progressed?)

Age	Class reached	12	13	14	15	16	17	18	19	20
Scout No. 1	I		X	(X)						
Scout No. 2	2	X	X	X	X	X				

Note: When a Scout drops, enter his rank reached and put a circle about his last age. (X)

A simple table similar to the above will allow any Scoutmaster to pick the age which is his weak point in holding boys.

If he has an older boy problem this will prove it. If he cannot hold beyond a year or two this will show it.

DIAGNOSIS MUST PRECEDE INTELLIGENT TREATMENT AND CURE

A careful and continuous study of the above and related facts is one of the immediate needs of Scouting. Too many boys drop out too soon and why? Is it a problem of the older boy? (See p. 281) or is it a problem of giving better leadership and doing better scouting at younger ages as well? Only such facts as the above answer your local question.

B. Other Tests of Results: —

a. **Attendance on Meetings.** (One excellent way of checking the attractive values of your program.)

b. **Progress of Scouts.**

While speed of progress toward Eagle Scouts may sacrifice thoroughness yet steady progress should be easily distinguished at regular intervals.

c. **The Boy's Enthusiasm.**

d. **Degree of the Boy's Participation.**

e. **Degree of the Parents' Interest and Participation.**

f. **Number of Men in the Community Actively Helping.**

g. **Good Turn Services Rendered the Community.**

h. **Has Scouting Changed Your Boys?** Even physical changes may be noted, photographs of the boys at intervals will surprise them and you. But deeper mental and spiritual changes should be detectable. Secure evidence from home or school on changes observed in conduct, attitude, and ideals.

The intelligent Scoutmaster does not work "in the dark" but checks up his work with all possible care.

To this end, it is valuable (and democratic) to get the boys to give an answer to

1. What Scouting has done for them?
2. What has appealed to them most?
3. What is the weakest part of our program?
4. What would they suggest as an improvement?

.....

Such courting of suggestion brings a healthful tone and helps stop leaks in the ship before they become too great.

Such an inquiry may very properly be made of the parents to secure their criticism and approval and make growth and improvement possible.

The principle of knowing one's business and what its outcomes are is sound sense.



NEW YORK "BOYS" WITH CHIEF SCOUT EXECUTIVE WEST

CHAPTER X

BOYS



TEN PROBLEMS — NO TWO ALIKE

I. That they differ, both from other boys and from themselves, is the outstanding fact in dealing with boys. Educational theory and practice have groped with slow pain toward recognition of the inequalities among children. The better schools no longer attempt to run all ("long" and "short") through the same mold; indeed today the best schools "test" their children to determine what is best to be done for the "individual child." The individual is likewise the unit in Scouting.

Variation, unlikeness, differences are the law of life. The young of plants, of animals, of humanity, —all exhibit the laws of variation. A long-eared corn crossed with a short-ear variety will produce, in the first generation, nearly the entire combined range. Ears of corn have but relatively few qualities which may vary.

The complexity of human variation, however, will be evident when one considers the thousands of physical, of mental, of spiritual traits which make up the personality of the boy. It has been said that no two blades of grass are alike. Be that as it may, it is certain that no two boys are alike. They may respond in the same way to one situation, but to another kind of situation their responses will in all probability vary widely. These differences, however, do not divide boys into sharp groups. Boys are not all either lazy or industrious — in fact, one can at any time find almost every gradation between the two extremes. Strange to say, however, the same boy who at 3 o'clock was supremely lazy, may be aflame with energy at 4 p. m.

The first important fact therefore for the Scoutmaster to consider is that no set rules of thumb — no smug general principles can be blindly applied to the handling of boys. The next move a boy's interest or thought will prompt is quite beyond accurate adult forecast. A talk may bore him to death, or a talk may fire his soul. Which — will depend on myriad factors usually hidden from the Scoutmaster's view.

The man, therefore, who deals successfully with a group of diverse boy personalities must study the signs of the trail. His next move must be gauged by the apparent reaction of the boy to the last one. This probably seems to offer scant comfort to the new Scoutmaster. There are of course certain general considerations:

1. Leadership is superior to driving as a general method.
2. Kindness and sympathy are better than sternness.
3. Service is better than self-centeredness.
4. Genuine interest in, enjoyment of, and time for the things a boy enjoys is an "open sesame" to the boy's heart.

5. **Genuineness and modesty, superior ability and power** are qualities a boy expects. The Scoutmaster should at least be able to do some one or more things conspicuously well.

6. The Scoutmaster who is intellectually the superior of his boys and who can **live their life**, who has **character and companionable qualities**, will not find difficulty in the average troop. If he is "bluffing," is afraid of the troop, then indeed will his life be a busy one.

7. The Scoutmaster will be **fair and just and considerate** of the individual boy.

If the boy be nervous, then he must be shown patience and sympathy.

If he be discouraged, he must be heartened.

If he be slow or weak, he must be encouraged and led on.

If he be quick tempered, he must be restrained.

If he be a boaster, he must be "shown up."

If he be a "smarty," he must be "sat upon."

If he be mischievous, he must be kept busy.

If he have marked ability, he should be given responsibility in the troop.

If he be backward or shy, he must be led out.

If he be forgetful, he must be trained in new habits.

If he be silly, a sensible group will cure him.

If he be in love, this fact can neither be ignored or neglected.

In all these and dozens of other situations, the Scoutmaster will naturally use the troop and its boy leaders in their solution.

The Scouting program is admirably adapted to the new educational philosophy of recognizing, meeting, and utilizing the individual differences in boys. Progress is by no set group method, but is individual — suited to the speed or slowness of the individual Scout. When he is "prepared," he presents himself for examination for advancement or merit badge. No effort is made to reduce all to

the stifling uniformity of mediocrity. The exceptional boy goes at his gait, the slow boy at his. Meanwhile, both are having recreation and outdoor-craft through which the Scout Oath and Law spread more deeply into the life of each.

II. The law of interest is the inexorable law of boy life. The adult may school himself to endure the uninteresting for remoter rewards; the boy, however, is more the creature of immediacy. He gives short shrift to the uninteresting. No adult can ignore boy interests and hope to get boy attention or even boy presence. The law may be stated:

- a. To do a thing when the boy's nervous system is in readiness to do it (wants to do it) is satisfying.
- b. Not to do it causes displeasure.
- c. To be forced to do a thing when "unready" (when not receptive) causes displeasure.
- d. Not to do it when "unready" is satisfying.

Numerous tests of learning, going with and counter to, the law of boy interest show that interest makes learning more rapid and more permanent and easier of recall. Interest is therefore basic. The talk of liberty and of morale are no accidents. They root deep in human nature. A boy or man under duress is a menace. His mind, his heart must be changed from within, not coerced from without, if results would be abiding. The problem of the Scoutmaster, then, is to create and maintain interest; sometimes to replace desires by better ones made to appear so attractive as to unconsciously shove out the undesirable ones, recognizing of course that what will interest one boy is oftentimes meaningless to another.

Is the Scoutmaster left then at the mercy of the individual whims of individual boys? No—the problem is not so shorn of hope. There are very clear general principles which may—up to the point of physical or of interest fatigue—control the



STILL FOR A MINUTE (PATERSON, N. J.)

organization of the program. **Up to a certain point, then**

- A. **Action** in general is superior to **Inaction**.
- B. **Out-of-doors** in general is superior to **Indoors**.
- C. The **unusual** in general is superior to the **usual**.
- D. The **surprising** in general is superior to the **expected**.
- E. The **mysterious** is generally superior to the **transparent**.

F. The **funny** and the **serious** are perhaps most wisely distributed as lean and fat, then lean and fat tactfully mixed together. While Scouting should have much of fun and play, the Scoutmaster who is a master scout will find the serious, the broad-horizoned things of life most welcome to his troop, if not overdone. The overdose is like an anaesthetic, it blots out everything.

G. While scouting is no Epicurean Club, the Scoutmaster should not lose sight of the appeal which food has made in the life of the race. All the way from the Scouts' own cooking requirements to be met—to the ministrations of Scout

Mothers' Associations where these exist — the appeal to the human food instinct can be used.

H. Admirably adapted as the Scout program is to the boys' instincts, without an active interest and enthusiasm in the troop there can be little scouting. This spirit is the Scoutmaster's problem — the problem of **morale**. His own buoyancy may be further aided by the "Scout Sing." What the army and industrial and other community organizers have discovered about song can be utilized in the Scout troop. A singing group is a strengthened group — a unified group.

I. Participation, **expression** is superior to **repression**. The Scoutmaster who has his boys in responsible charge of various delegated parts of the program, not only keeps them busy but can secure the interest that comes from investing in a thing.

The boy helps plan and do — it is his.

J. A **troop spirit**, a troop standard of excellence is a most effective way of commanding the interest and adherence of the Scout through his instinctive love of the approval of his fellows. Once created, it will nearly maintain itself.

III. Getting Boys to Do Things

There is no problem about getting the average normal boy to do things. Left even to his own devices, he will **do things**.

The problem is to get him to **do certain things**, (to us) right things, a measure of useful things, things with a minimum of subsequent regrets, things socially desirable.

It is doubtless true that the average normal boy is amply equipped with initiative capacities and tendencies.

Two things bar the development of his initiative: — one, a chance to exercise it, the other, having it actually crushed. Like all other habits of action, initiative must be **exercised**. A boy must have the

chance even to "make mistakes." Only thus can he safely run "on his own." The problem of initiative is, without stifling it—to try to influence its motives and its objectives—to get the boy to **want** to do certain socially desirable things.

Interest of course lies at the heart of such "doing," but there is something equally vital and that is **morale** or spirit. A Scout may be vitally **interested** in something, yet decline to really get into it because we have failed to get or keep his **spirit** with us. **Morale** is a whole-souled active "oneness" with what is going on,—a state of readiness—a spontaneous "urge" from within the boy. It is a state of mind. It is no volunteer crop—conditions must be right (to the boy) for adults to earn and maintain such morale.

It is a safe generalization that a child tends to mirror adult attitude. In home or troop when "we" are irritable it does not take the child long to "catch" our mood. He, however, catches buoyancy just as well. No grouch or even temperamentally colorless person can offer real effective companionship to boys. The man who gets boys to **do** and **be** for him must have a smile of cheer in his heart and near his face.

As already suggested in part, there are a few general considerations which hold here:

Kindness and consideration are superior to sternness.

Trust is superior to suspicion.

Suggestion is superior to driving.

Self control and direction are superior to **outside control and direction**.

Responsibility and self-activity must of course be ever present.

Initiative though more difficult to handle,—though taking more time, is more resultful than formal subordination with all its seeming quickness and convenience.



SCOUT FIRE CORPS, NEW LONDON (CONN.)

That following which is based on **consent**, on agreement with and the active **desire to do** what is asked, is the highest and most effective control — it is leadership.

The older the boy becomes the more and more must adult influence become advisory — capitulating to the captaincy of the boy over himself. The boy's own standards of value and judgment must come into control as rapidly as they warrant.

Indeed work **for boys** must in large measure be done **by boys** — either by the boy himself or his fellows — adults can work **with boys**; and sympathetically help boys to **do** for themselves.

IV. Habit

Habit is the great stabilizing force in life. An act performed, a thought entertained, a desire encouraged — tends to become permanent. A few repetitions reduce the resistance at the branched nerve endings throughout the nervous system and a habit is "in the saddle."

Habit is a tyrant or habit is a tool — whichever one permits. While habit may drag one downward to despair it may lift one upward to larger life.

Scouting is fundamentally a program of habit building. It teaches citizenship by active serving, leadership by leading, life by living, and thoroughness through the daily acts of scouting.

The Scoutmaster is therefore urged to consider habit not as a **tyrant** which negligence soon makes it, but as a constructive tool awaiting his use. He and the Scout as well must remember that **habits are builded**; that new ones replace old ones almost unconsciously if the new ones are made more attractive; that old habits die with strange speed if they are made to cause the lad discomfort. Indeed the whole troop or patrol can by its approval or disapproval very effectively awaken or smother almost any habit unless that habit has strong moral sanctions back of it.

There are three forces which determine human growth and achievement:

Heredity — which provides the raw materials of life.

Environment — which evokes and modifies the original nature of the individual.

Conscious Control — which, within limits, by sheer force of will can stay the full sway of either.

The heredity of the boy is a heritage which accompanies him into life. It is a fixed influence limiting the boy's possibilities. The Scoutmaster cannot change it.

The **Environment** of the boy, however, can be modified. The Home, the School, the Church, the Community, the Playground, the Street, the Alley, the "Movie," the work, the play, the recognition, the encouragement, all these blend to form the boy's environment. It conditions the development of natural tendencies — encouraging or repressing them. Indeed it may cause the emergence of seemingly new habits which become fixed through exercise. Here then the Scoutmaster may profoundly influence the boy's whole life — the boy's habits are the key to his character. While environment in-

fluences the boys habits most deeply, it is imperative for adults to constantly consider that **the boy forms his own habits**. Adult desire, preachment, influence—can only affect the boy's character **through the boy**, consciously and unconsciously. A very large measure of the constant conflict which surges in the life of the normal boys in the 'teens is due to conflicting tendencies and desires which struggle for place as habits. Those which society unconsciously fosters and permits or which the original nature of the boy provides are frequently at "grips" with those young habits "wished on" or "grafted on" the youth from without. The adult conventions and customs which home or school or church are trying to "put on" from without are often less strong than those which push from within. The ultimate character and quality of the lad is the resultant of these internal and external forces. Neither can be spared. An absence of external restraints would produce unsocial, selfish sort of barbarians. Too much of external will crush the initiative and power of the boy leaving a nice, quiet, inoffensive, "do-less" individual. The boy's power and drive and initiative must not be stifled. The old idea of "breaking the will" of a child was spiritual murder.

Tactful suggestion, and the leadership and influence which spring from companionship with youth would have made possible a control over the child and have still left him his own immortal spirit uncrushed or unmarred, but led by right habits tactfully initiated by making them attractive to him. The chasm between the internal and the external is real and steep and deep. Scouting has much to offer for bridging it as scouting pushes from **within** not from **without**. Its activities have been so wisely chosen that under intelligent and sympathetic leadership they represent things the boy **wants to do**. They utilize the ebb and flow of the boy's in-

terest and the resultant habit formation becomes rapid because welcome.

Conscious Control on the part of the boy either intelligently or sullenly applied can either hasten the adult habit formation program or block it almost completely.

If the boy, made conscious of his own future-building prowess can be gotten into **partnership-with-himself** in habit formation, then things move swiftly.

When a Scout takes the Scout oath and law and embarks on a pleasurable adventure in becoming "prepared" for citizenship service and in the doing of voluntary "good turns"—when this has begun—the boy has filed incorporation papers for the **partnership-with-himself** which, under the oft unconscious guidance of a great hearted Scoutmaster, can build the kind of man the partnership wills to build. The Scoutmaster's example is always potent.

There is nothing mysterious about such "conscious evolution." Life does not readily rise higher than its source. The boy's actual character will tower little above his ideals. He has a power of **selective attention**. He sees and notes what he elects to see and note in any situation. The boy's own "mind-set" screens out what he does not "attend to," what he does not want.

A "good turn" mind-set with its desire to be helpful greatly reduces the chance of conflict with other people. One is **looking for** something else and of course **finds what** he looks for.

Then, too, big qualities like honor, loyalty, good citizenship, are not big mysterious qualities which one **somehow gets**; on the contrary, they may be readily analyzed into myriad small components and simple acts the aggregate of which give the impressive total virtue. These little acts in question, easily become habits through exercise, and almost unconsciously the total is builded.

An illustration of how this works is to be found in the very thought-stimulating research along this line done at Columbia University in the Horace Mann School of Teachers' College.

The New York Times for Sunday, October 19, 1919, printed a brief summary of this analysis worked out by Mrs. Upton and Miss Chassell of the School Staff. Their analysis so admirably illustrates this phase of habit analysis—that part is here quoted:

“The tabulation of the work of the experts shows twenty-four such qualities or attributes of **good citizenship**, and that the scale includes 187 different concrete acts. Let us first consider the plan of the civic virtues as worked out on the basis of one thousand points. They have all been evaluated in the table which is herewith presented:

SOME ELEMENTS OF GOOD CITIZENSHIP

Assuming responsibility.	85
Honesty and reliability.	70
Cooperation.	60
Helpful initiative.	60
Taking care of health.	50
Grasp of fundamentals.	50
Courtesy.	45
Choosing good associates.	40
Promptness.	40
Loyalty.	40
Ability to concentrate.	40
Selfcontrol.	35
Selfreliance.	35
Thrift.	35
Generosity.	35
Broad sympathy and outlook.	35
Shows improvement.	35
Willingness to accept criticism.	30
Courage, without foolhardiness.	30
Refinement.	25
Obedience.	35
Good posture.	25
Orderliness	25
Realizing when help is needed from teacher or fellow-pupil.	20
Conscious of school program.	20
Total.	1,000

(Note: The careful reader will note the omission of any religious element from the analysis of good citizenship on page 274. The Scout movement by its Constitution, its Twelfth Law and its purpose avowed by its original sponsors is pledged to and does insist that the religious element must be included in any adequate analysis of citizenship.)

"The relative values which experts have put on these qualities are shown in the accompanying chart. The peak of achievement is at 85, that assigned to assuming a civic responsibility, and such qualities as honesty, initiative, cooperation, and courage have a good rating, while those things once held in high esteem,



"GOOD MORNING"
(Culver School of Woodcraft)

such as posture, promptness and obedience, hover about the bottom of the chart.

There seems something revolutionary in this. It was not so long ago that the palm was awarded, without question to the tow-headed boy in the neat blue suit who sat on the back seat and did nothing good nor bad and brought apples to teacher. He grew up to be a clean desk man. He never did get far along after he passed those halcyon days in which he brought home bundles of neat cards marked: 'Reward of Merit for a Good Boy.'

But in the requirements which go to make up that quality of citizenship known as 'assuming civic responsibility,' other qualities are required." In this alignment E stands for the judgment of the educators, S for the specialists, P for parents and C represents the composite, or average judgment. Here is the table:

SOME ELEMENTS OF ASSUMING RESPONSIBILITY FOR GOOD CITIZENSHIP

	E (105)	S (80)	P (65)	C (85)
Tells the truth without flinching or compromise trying to give a correct impression.	11	12	12	12
Stands for fair play in games or in an argument.	9	9	10	10
Uses influence to oppose the wrong and holds to what he thinks is right, unmindful of unpleasant consequences to himself.	11	8	7	9
Takes upon himself the obligation of making the most of his educational opportunities in order to prepare adequately for service.	11	7	6	8
Has a knowledge of the needs of the community and of civic problems...	8	6	5	7
Assumes responsibility to report wrongdoing through authorized channels, but distinguishes carefully between tattling and voicing an honest protest against dishonesty, unfairness, cruelty, etc.	8	6	4	6
Expresses a preference when some issue is at stake and when he can support his preference with valid reasons.	7	6	4	6
Takes pride in the appearance of school property, doing his part to keep the cloakroom in order, picking up paper from floor and stairs, and taking pains not to deface desks, books, pictures, walls, wood-work, etc.	8	5	4	6
Assists heartily in measures to prevent the spread of disease and sickness, taking care in case of colds and consulting a physician promptly when there is need.	8	6	3	6

Investigates the qualities essential for leadership, and elects a person for no other reason than his fitness for the position.	9	5	4	5
Is careful in the use of apparatus and school supplies.	7	5	3	5
Is willing to follow a chosen leader provided no principle is violated by so doing.	8	5	3	5

It should be very heartening to the Scoutmaster to know that the big qualities of life can be realized through thus building little habits which the Scoutmaster and any "boy-in-partnership-with-himself" can accomplish.

V. The "'Teens"

The 'Teens are years of readjustment, — readjustments physical, mental and social, which scouting helps the boy to weather. Probably these years will be seen in truer perspective if considered in terms of the whole life cycle of humanity. **Growth**



WIDENING THEIR HORIZON (ATLANTIC CITY, N. J., SCOUTS)

is the vital principle and fact; when it ceases life begins to wane. This is as true of mental and spiritual growth as of physical.

In terms of growth human life divides itself into the following periods:

THE CYCLE OF LIFE

*1. THE EMBRYONIC PERIOD, when the organs are being formed;

2. THE FOETAL PERIOD, between the formation of organs and the time of birth;

3. INFANCY, the period of dependence upon the mother;

4. CHILDHOOD, from the beginning of independence to the age of puberty;

5. YOUTH, from puberty to the completion of the increase in both stature and weight;

6. MATURITY, from the completion of growth to the onset of uncompensated decay;

7. OLD AGE, from the beginning of uncompensated decay to death.

Doubtless the most crucial period is No. 5, the period of the 'Teens which scouting steadies and serves. Changing horses is problematic. For the boy, at this age the change is one which brings him more or less out from under the full measure of home control while not yet giving him the restraints of adult life, which come through experience. It is a period of transition, and is therefore unsettled and fraught with nearly balanced trends toward good or ill.

A partial summary of the boy problems follows:
Physically

1. It is the period of most rapid growth. A large share of the boy's strength at 16 comes after 12.

2. The boy feels awkward and is awkward. He has not yet gained mastery over his longer legs and arms.

3. His embarrassment is augmented by the unsteadiness of his changing voice.

4. The problem of sex interests arise with the maturing sex functions.

Mentally

1. With this period comes profound awakening. The boy's own judgment comes now to be his compass.

2. The compulsory school age ends in this period.

3. Limitations upon his mature progress are set by the school training he does or does not secure at this time.

4. With a relatively inexperienced mind he seeks to control a relatively mature body.

Socially

1. As mentioned above, the boy passes from home control toward self direction.

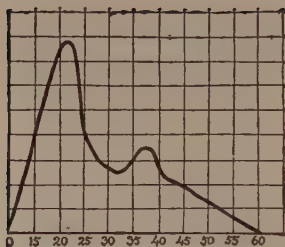
2. The maturing sex instinct in the latter 'teens brings the girl as a potent factor.

3. In early 'teens the gang instinct is strong and will find expression one way or another.

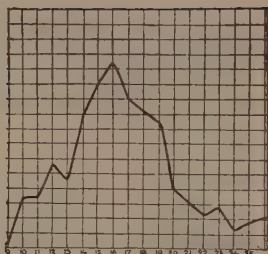
4. With these changes comes a consciousness of his own size and freedom. He expects adult liberty without its responsibility.

5. Economic pressure drives the boy to work—to have his own money to be able to spend some of it on his girl. Dissatisfaction with home or school also push him to market his growing powers for a wage.

Even this very sketchy summary shows the crucial nature of these years. The boy's whole life is shifting. To balance himself and the new load is a large task. Very naturally these are years of great moral moment. A weak character may crumple beneath the strain. As one would expect, there-



THE AGES OF "CONVICTS"



THE AGES OF "CONVERTS"

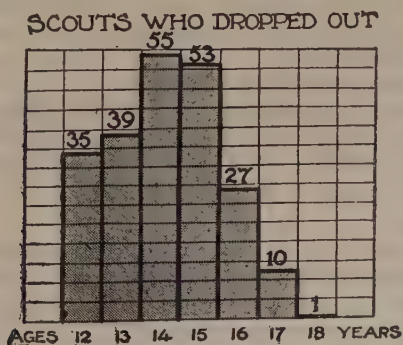
fore, these are the years whence crime and religion alike recruit their largest numbers. The boy is balancing a large load — the merest touch of kindness, sympathy, companionship or of neglect may be the thing which turns the scale toward good or ill.

Some writers lay great emphasis on the theory that the boy relives the life of the race; that he and his interests and play pass through barbaric and savage and other stages. While it is true that prior to his birth the embryological changes of the boy's body roughly summarize the anatomical history of the race; and while it is seemingly true that the maturing of certain large social trends in the boy's life touches the peaks of racial progress in these matters, — yet it seems sane counsel to the Scoutmaster to not construct his program along post-glacial or savage lines, but rather to glean from these facts a **point of view**. They should aid the Scoutmaster in becoming sympathetic toward the boy and most of his aberrations. If the Scoutmaster recognizes that maturing instincts and tendencies are surging for expression in the boy's life, he will be more sympathetic in his judgments. He will regard the boy not as a constant culprit to be curbed but as a problem to be studied and a "fellow-man in the making" who needs sympathetic aid which Scoutmaster and Scouting can and must give.

THE OLDER BOY

As the boy grows older, his interests grow and change. There arise new powers, new interests, new needs for which provision must be made. Interests which appealed to a boy at twelve may repel him before eighteen. This is as true in home or school or church as it is in Scouting.

The acute problem in Scouting is that many of these boys remain one, two, three or more years in the Scout troop and then withdraw. Has the troop lost its appeal through failure to readjust its program, its service, its ways of using the older boy, — to his changed mental and physical state? Just how serious the problem is, is not known, as a comprehensive statistical study of the situation remains to be made. Two hundred and twenty cases selected at random from four states revealed the following facts:



While it must be clearly understood that the number of cases is too small to warrant **any** conclusion it does reveal (as cited in Chapter IX, Part II) that boys are dropping out of Scouting after one or two or three years in a troop.

The exact extent to which these losses are due to poor leadership in the early years on one hand —



EAGLE SCOUTS (FROM TOLEDO, OHIO) WITH THEIR "CHIEF,"
J. E. WEST

or to failure to adapt the program to the boy's changed interests — is not known. It is worthy of both local and national study. However, from the nature of the case the outgrowing of almost any boy interest is merely a matter of time. It is inevitable. The point is, **when** should it properly be expected. It is unfair to the boy to hold him unless there is something to offer him, something satisfying, something worth while.

The questions to face, then, are:

A. Should Scouting try to hold the older boy?

B. If so, what does it have to offer him?

To answer them, one must know what changes have taken place in the older boy.

A partial list follows:

1. The social awakening produced by sex maturity and the resultant new attraction of the girl.

2. A new interest in "the job," in employment, in vocation arises during this period. He comes, unconsciously, perhaps, to recognize work as the indirect means of satisfying the primitive instincts of food, shelter, clothing and sex. In fact, two older boys out of every three in the total population are actually at work as earners and producers.

3. The boy has achieved practical physical maturity and is about to transit into young manhood. He feels independent and somewhat sensitive about

having younger boys for his companions except as Scouting may mobilize his powers to teach and help the younger boys. He may be sensitive about wearing the uniform in public. As already suggested, at this period adult control should rapidly become more advisory, giving recognition and treatment as to an equal.

4. The gang or group tendencies of the early teens are very likely to thin out into individualistic and competitive interests. The "gang" may be replaced by the "chum."

5. The older boy is, therefore, much more impatient unless his progress toward desired goals is quite rapid. He is also concerned about taking his place in the community and securing recognition therefor. He wants to decide things himself.

If these five are among the more important changes in the older boy, what has Scouting to offer to meet them?

1. The New Sex Situation.

a. Plenty of exercise in games and hikes and athletics helps maintain normal poise.

b. Regular Scout social functions to which the boys bring their sweethearts have been used at Red Bank, N. J., also by Scoutmaster J. H. Wagner of Washington, D. C., and others. Scout picture shows have also been managed entirely by and for the older boys.

c. Others ignore the sex-social problem, taking care, of course, in lieu thereof, to provide ample advanced activities of various kinds.



AN "OLDER" SCOUT
BUFFALO, N. Y.



OLDER BOYS AMBULANCE CORPS (NEW BRUNSWICK, N. J.)

2. The Employment or Vocational Problem.

a. Securing leading business men to act as vocational counselors to advise boys with respect to their particular vocation — is the plan successfully used by Executive Gray of Montclair, N. J.

b. Most Scoutmasters are said to pay but slight heed to the problems of vocational counselling with their Scouts.

It seems fair, however, to urge that no man working with youth and concerned about the life of these youth can dare to neglect or overlook helping his boys in relation to their vocational outlook.

In the light of modern educational and social theory the Scout's vocational interests must be made a matter of **first rank**. The following chapter of suggestions on Vocational Guidance has been provided in the hope that the Scoutmaster would rise to the occasion and meet the challenge of the boy's vocational need.

c. To stimulate personal thrift and to safeguard the inexperienced Scout therein, J. R. Boardman suggests that groups of individual leaders in in-

vestment and real estate hold themselves in readiness to aid the older Boy Scout by investment advice which would be invaluable. This involves an extension of the present Montclair advisor scheme.

3. The older boy does not usually court companionship with younger boys. But as Executive Ehler of Allegheny County, Pa., contends this can be met by giving the older boys the task of assisting the Scoutmaster. It has been found that in many cases the titles, the recognitions, the something to do in this service to other Scouts holds boys in Scouting. Executive Kulp of New Jersey reports a Jersey City troop with six Assistant Scoutmasters, all trained up in the troop. The oldest is twenty-four years of age, eighteen the youngest.

In Albany, N. Y., Executive Corley has developed special advanced "squads" including a First Aid Squad of older boys. They demonstrate before other troops, schools, clubs and even to Albany policemen. The First Aid Squad take turns in riding the hospital ambulance at New Brunswick, N. J.

4. a. Athletics and competitive contests have been found by Executive Ripley of Hartford, Conn., and others, to aid the solution of many older boy problems. Care, of course, must be exercised to follow the principle of as many participants as possible as outlined in Chapter II, Part I.

b. Inter-troop contests and inter-city rallies are also used to provide attractive outlet for older boy contests.

c. The chum tendency of the older boys can be recognized by making the older boys Assistant Scoutmasters with suitable recognitions. They can then be thrown into natural social groupings as in the High School Scout Association of Montclair, N. J.

5. Growth, progress in the program, things to do which are within reach but which make him "go," these appeal to the older Scout.

Numerous suggested plans have been evolved. These involve differently organized groups of super-scouts and include:

a. Sea Scouting with its practical and attractive program even on a "land-ship." See pages 441 to 467.

The accompanying map indicates how prevalent this older boy program is becoming.



b. Hospital Squads, First Aid Squads and Ambulance Corps already mentioned.

c. Signal Corps or Squads; including buzzer and heliograph outfits, surveying and pioneering squads.

d. Advanced Scout work and recognition with senior patrols or societies made up from different troops while still retaining troop membership and helping in it, as at Montclair, N. J.

These can take the place of the High School fraternity by basing them on a simple Indian ritual and can avoid most of the dangers of the secret societies.

e. Albany, N. Y., has developed a Junior Chamber of Commerce and is also experimenting with a special older Scout association or fraternity—the Mound Builders.

f. The "hike-shack" in Washington, D. C., both in building and thereafter, has been found of interest to older boys.

Clearly then Scouting is justified in organizing to hold the older boy and to use him. Beyond advanced Scouting and present and new Merit Badges, the Vocational Counsel would alone justify holding the boy to help him in his life service. These older boys can in turn aid in meeting the needs for vocational awakening on the part of younger Scouts.

The crying need of the older boy problem is now a careful, accurate study of it both locally and nationally and a thorough pooling of methods and results. How to start this locally is suggested at the close of the chapter on the Scoutmaster. (Pages 259 to 261.) Chief Scout Executive J. E. West is now conducting a special personal study of this whole problem.



CHARACTERISTICS OF CHILDHOOD

PHYSICAL

3 to 6 Years
 Very rapid rate of growth.
 Skin highly sensitive — learns much by touch.
 No coordination of powers.
 Restlessness.

6 to 9 Years
 Rapid growth of brain and muscle.
 Peculiarly liable to disease.

9 to 13 Years
 Slow growth in height and weight.
 Brain growth slow.
 Restlessness — Energy.
 Coordination of muscles — play out of doors.
 An energy storing period for use of next period.

INTELLECTUAL

Invests inanimate things with life.
 Perception of concrete objects keen.
 Memory for concrete things.
 Curiosity — the "what" stage.
 Imitation unconscious.
 No real thought power.
 Fanciful imagination.
 Open to suggestion.

Impulsive.
 Memory increasing.
 Perception keen.
 Curiosity — the "why" "how" stage.
 Imagination active.
 Will begins to develop.
 Imitation of adults strong.
 Suggestibility.

Memory at its best.
 Attention weak.
 Perception strong.
 Imagination of practical turn.
 Reasoning developing rapidly.
 Imitation of adults — with a purpose to be like them.
 Suggestibility strong.
 Will stronger.

EMOTIONAL

Fear — anxiety for right.
 Anger, jealousy.
 Sympathy begins at close to three.
 Instinctive emotional feeling.
 Many emotions imitative.
 All emotions superficial.
 Fears are imaginative.

Fears prominent and are imaginative, increasing.
 Sensitive "feelings."
 Anger, pride, jealousy.

Imaginative fears.
 Sympathy, love, affection.
 Crude sense of humor.
 Shyness.

SOCIAL

Fear prompts desire for company.
 Selfishness common.
 Generosity sometimes found.
 Imitates unconsciously.

Desire for company grows rapidly.
 Pugnacious.
 Disregard for dress.
 Love of order.
 Rebels against restraint of any kind.

Social impulses increasing.
 Pugnacious nature.
 Sense of right of property develops.
 Altruism prominent.
 Less selfishness.
 Love of order increases.

RELIGIOUS AND MORAL

3 to 6 Years

Inculcation of religious beliefs and practices by church influence.
 God as arbiter of right and wrong.
 Personal responsibility and ideas of sin and penance therefore develop.
 Affected by religious stories.
 Beginnings of personal prayer.
 Conscience develops.
 Tendency to lying and stealing.
 Example of companions strong.

6 to 9 Years

God, a kind Father responsive to appeals.
 Beginnings of ideas of responsibility to God.
 Interest in spirits.
 Learns to say prayers.
 Parents set standards of right and wrong.
 Good — what is permitted.
 Bad — what is forbidden.
 Right doing due to emulation and fear of results.

9 to 13 Years

Consciousness of watchful presence of God.
 Assumes personal relation to God.
 Loyalty to God, a motive for right.
 Purity and obedience religious virtues.
 Emulation of heroes.
 Keen sense of honor.
 Human respect strong.
 Fairness developed in play.
 Spirit of questioning toward end.

Improper stimulation of imagination.
 Danger of exciting fears.
 Tendency to treat child as adult.

DANGERS

Lying contagious.
 Desire to steal.
 Bad imaginations.
 Egoism.

Bad environment — books, pictures, companions.
 Evil habits easily taken on.
 Excited fears.
 Superstition.
 Requiring too much mental effort.
 Neglecting natural development of church life.

INTERESTS

Are selfish.
 What, why, and how?
 Fairy tales — folk lore.
 Pictures.
 Motion games.
 Rhythm.

Fairy tales decline. — Heroic stories.
 Love of approval.
 Love of competition.
 Causes of things.

Stories of action:

History.
 Nature.
 Manual work.
 Moral stories, without obtrusive moral.

Prose rather than poetry.
 Genius, power, skill.
 Social organization.

CHARACTERISTICS OF ADOLESCENCE

PHYSICAL

(Early) 13 to 16 Years
 Very rapid growth—bones may outgrow muscles or vice versa.
 Awkwardness.
 Boisterousness.
 Change of features.
 Vitality and energy alternates with languor.
 Health better in most cases.
 Heredity asserts itself.

(Middle) 16 to 18 Years
 Body barely grown.
 Mind begins to have control over body.
 Bodily impulses growing stronger.

(Later) 18 to 25 Years
 Strength and agility cultivated.
 Body normally under mental control.
 Height is attained, but development continues to end of period.
 Ripening of powers.

INTELLECTUAL

Logical memory growing stronger.
 Reason leads to independent thought.
 Doubts strong—increase later.
 Imitation on decline.
 Greater activity in thinking.
 Receptive powers quick.

Vigor of will power manifest strong.
 Logical memory still broadening.
 Reason predominates over all things.
 Doubts strong—climax.
 Great readjustment in thinking.
 Mental powers very keen.

EMOTIONAL

Love and sympathy increases.
 Moody—Despondent or elated.
 Pride and anger intensified, but under better control.
 Strong impulses to do great things.

Love.
 Enthusiasm strong.
 All emotions under control in normal conditions.

SOCIAL

Selfishness—later altruism.
 Regard for law increases.
 Longings for friendship.
 Spirit of leadership strong in clubs, etc.
 Secretiveness.
 "Gang" instinct.
 Self-assertion begins.

"Homing" instinct becomes dominant.
 Marked individuality—must be treated as a unit.
 Higher social motives.
 Companions selected for higher worth than formerly.
 A distinct factor in society.

Altruism increases steadily.
 Conscious of being a part of society.
 Conscious of personal individuality.
 "Gang" instinct.
 Secretiveness common in early part.
 Longing for sympathy.

RELIGIOUS AND MORAL

13 to 16 Years

Religion becomes more personal and spiritual.
Seeks reasons for belief and practice.
Theological convictions.
Intense striving for religious ideals.
Sensibilities quickened.
Conscience keen and exacting toward close of period.
Religious ideal of womanhood.
Respect for moral law.
Loyal to leadership.

16 to 18 Years

Age of difficulties.
Seeks reason for beliefs and foundations for duties to God and man.
Positive effort at character development.
Purity a virtue.
Very sensitive to criticism.
Conscience, the main guide.
Conscience, sometimes over exact.
Criticizes doings of Church.

18 to 25 Years

Difficulties and honest inquiry.
Assumption of life attitude toward God.
Conscience and knowledge of ethical laws control action.
Moral life fixed.

DANGERS

Lack of mental and physical work.
Bad habits.
Bad companions.
Truancy.
Susceptibility to do evil.
Forcing or neglecting religious emotions.

Narrow teaching which drives to skepticism.
Evil environment.
Slights, from older persons.

Narrow teaching causing abandonment of faith.
Social impurity.
Failure to reach proper standards.

INTERESTS

Literary interests in legendary heroes, pioneers and heroes of history.
Stories of daily life, moral precepts, descriptions.
Interest in general literature.
The Bible because it shows way of life.
Nature, art, music.
The "doings" of the "gang" — achievement.

Philosophic interests begin.
Athletics.
Science, literature, arts.
To be constantly doing something.
Romantic novels.

Philosophical study.

Multiplicity of interests narrow down to one dominant or preferred one which leads to life work.

(Adapted from outline in "Boyology," Gibson.)

Note: It should be clearly kept in mind that the same "calendar age" or chronological age is no guaranty of similar characteristics.

CHAPTER XI

THE SCOUT AND HIS LIFEWORK

“Misfits” are among life’s most common tragedies. They represent wastage of the highest creation of the Infinite — waste of human time and energy and possibility.

The statement has been made that a little careful attention on the part of some one could easily prevent three-fourths of the round pegs in square holes.

The annual loss to society mounts into billions but greater still is the loss to the individual — the undermining of his confidence and hope and courage which robs him of his power.

Every boy is by birth entitled to assistance in the definite planning of his life course.

“Looking ahead” and consciously preparing for a deliberately chosen service has after a long time come to be an orthodox thing educationally.

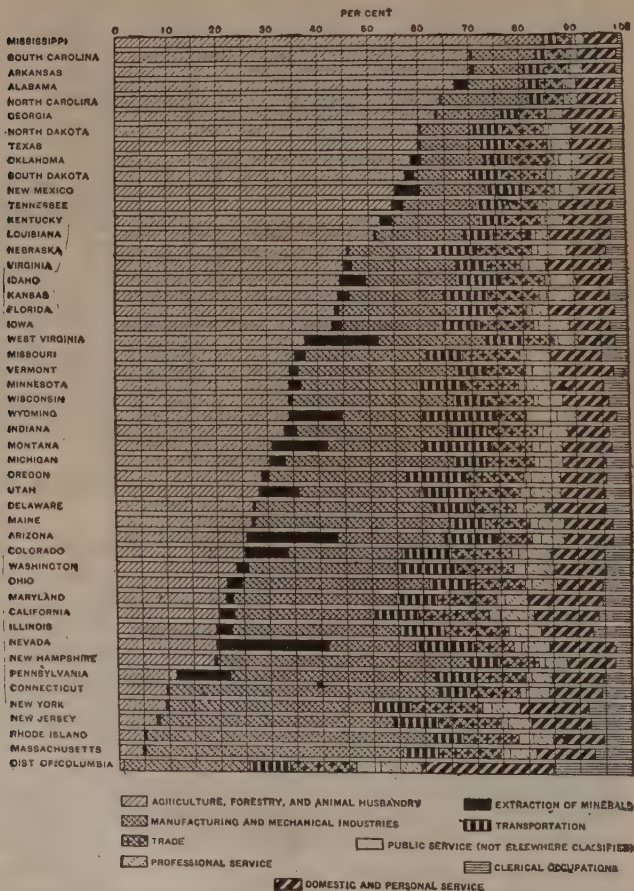
Hitherto there have thronged through the schools hurrying millions to whom little or nothing was ever said about what service they would actually render society.

Thousands have passed through High School and four years of College — at least sixteen years of training at the hands of society — sixteen years of relative leisure while others bore the burden of the world’s work that these might have time for contact with the thoughts and experiences of the ages and through it all, very, very often no one has ever raised the question of Whither? Of what it was all for? Of what service it might enable him to return to the common good.

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PLATE NO. 235

PROPORTION OF POPULATION 10 YEARS OF AGE AND OVER, IN EACH STATE, ENGAGED IN EACH GENERAL DIVISION OF OCCUPATIONS: 1910



What then is the duty of the Scoutmaster?

He must know his individual boy, he must know whether home or school or church is handling this question, if so, to cooperate, if not, to do it himself securing their cooperation.

What can the Scoutmaster **do**, who is not **himself** a vocational specialist?

1. Through personal conference with the Scout the whole matter can be kept alive, can be kept in the foreground. Where groups of older Scouts have separate organization, the vocational problem can come in for group as well as individual attention. One very interesting and valuable service which such older Scouts may render the troop and the Community is to make a vocational survey of what local opportunities there are, and what outlook and **rewards** they involve. This is as true of the small **village** as of the city. In fact this service alone may solve many older boy problems in many communities and will assemble material which the schools, Rotary, Kiwanis, and Commercial Clubs, etc., will find of great value.

2. The Scoutmaster is urged to keep notes of his vocational conferences with his Scouts. These will enable him to give continuity to his own service and to intelligently cooperate with home and school and church.

3. The Scoutmaster should mobilize the best men in his community to act as advisors to his boys in vocational matters. To these men can be sent boys looking toward their vocation; the boy interested in banking should meet and confer with the best bankers and so on. These men can also present to the Scouts as a group short talks on the general character of various vocations enabling the boy to choose more wisely.

4. The merit badge programs have been organized primarily to help the boy discover the best field for his talents and interests.

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The preparation of some 60 such opportunities gives the Scout and the Scoutmaster a superior opportunity to experiment and make actual self-discovery possible.

In the interests of the boy's future, Scoutmasters might well double and treble their emphasis upon and use of the merit badge program.

5. He should inform himself concerning the problems, methods, and limitations of vocational guidance, because when all is said the Scoutmaster's task is not to choose a vocation for the Scout but rather to aid the boy in facing the problem, enabling him to secure information. **The Boy must make the choice.** The Scoutmaster, however, can help the boy plan so as to carry out his purpose. No Scout should ever fail to secure training for his chosen task because of poverty. When local means cannot be found, National Headquarters will stand ready to cooperate in helping the worthy boy into higher training for his vocation.

To aid the Scoutmaster in thinking his way into the problems and limitations of vocational guidance the following outlines are given, credit for which is largely due Dr. D. W. Fisher of New York City.

Proper Attitude in Vocational Guidance. The aim of the Scoutmaster in vocational guidance should always be to enlighten the boy, and his parents, rather than to give prescriptions. **Let the boy, together with his parents, or the boy himself, reach the actual decisions.** Your duty is merely the one of furnishing stimulus and information on which an intelligent decision can be based. Probably the most you can do for a boy is to awaken an interest in the great world of occupations, and to give him certain information concerning it. You may also give him a better knowledge of himself.

The Choice of a Vocation. In giving vocational advice many questions arise, such as the matter of preparation, of proper placement, of change from one shop or firm to another, of when to ask for promotion, etc. But the most important question which comes is that of the choice of a vocation.

The boy should choose work for which he is relatively well fitted. He may be equally well fitted for more than

one occupation, but in any case he will be relatively ill fitted for some occupations, and relatively well fitted by nature for others. The problem of a vocational counselor is to help match the boy and the occupation—not with absolute certainty, of course, but in terms of fair probability.

Is the Boy fitted for a given Occupation? In order to help the boy decide the question of whether he is fitted for a given occupation, or better fitted for one occupation than for another, the Scoutmaster should have two sorts of knowledge. He should know occupations; and he should know the individual boy.

(1) **Occupations.** Trades and occupations may be classified in different ways, according to one's purpose. The census (1910) classifies them under nine main headings as follows: agriculture; extraction of minerals; manufacturing and mechanical industries; transportation; trade; public service; professional service; domestic and personal service; clerical occupations.

A recent book by Giles classifies occupations in two main groups—business and the professions. Under business are named commerce, including selling, accounting, clerical work, and stenography; manufacturing, including building; railroading; agriculture; banking. Under the professions are named Law; Medicine; teaching; engineering; literary work; scientific work; and artistic work.

The vocational counselor should know something about the kind of work done in the principal occupations, and the qualifications needed for success in them. Take for example an occupation such as general farming.

General Farming. In the briefest possible description of it, farming is the growing and harvesting of crops, and the production of live stock and live-stock products.

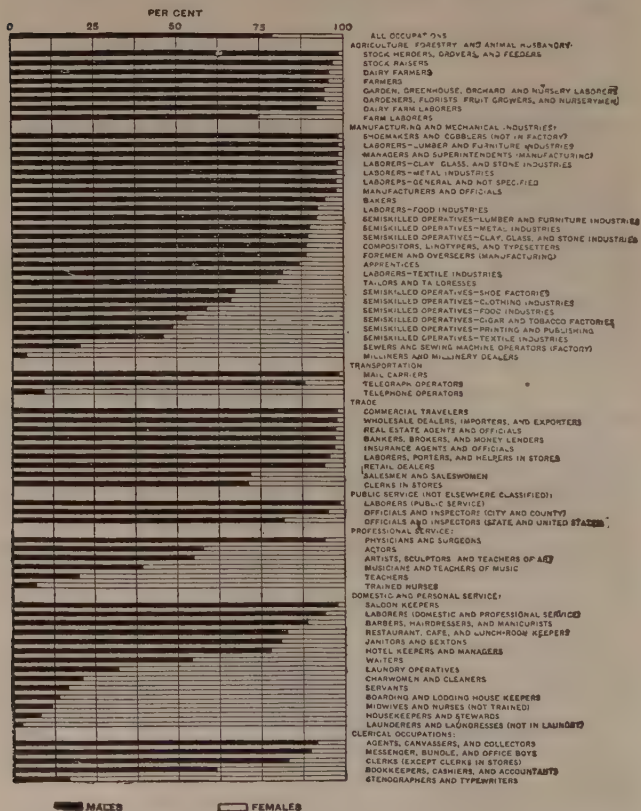
The qualifications needed in general are, as follows:

1. A successful farmer is able to do hard and sustained physical work.
2. He can manipulate and repair machinery.
3. He enjoys out-door life, and likes and understands animals.
4. He can manage the men whom he employs.
5. He is a good business man; he is able to figure production costs, salesmanship; and he is able to buy and sell to advantage; he is able to cooperate.

Salesmanship. The work done is selling, either of service or commodities. It may be retail or wholesale, and may be inside work, or work which involves more or less traveling.

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PROPORTION OF MALES AND FEMALES 10 YEARS OF AGE AND OVER ENGAGED IN CERTAIN GAINFUL OCCUPATIONS: 1910



The qualifications needed are, in general, as follows:

1. The successful salesman is a fluent talker.
2. He knows thoroughly the line of goods he is selling.
3. He has a pleasing personality.
4. He is able to judge the way in which people may be most readily appealed to.
5. He is patient and sympathetic.
6. He is accurate and honest in the representation of the goods he is selling.

Mechanical Engineering. The work done is the designing of machinery, and the construction and operation of it, or the supervision of these functions.

The qualifications needed for success in this work are, in general, as follows:

1. The successful mechanical engineer is able to solve with more or less facility problems in mathematics, particularly in algebra, geometry and calculus.
2. He has a fair amount of inventiveness in matters pertaining to machinery—more than the machinist, though not necessarily as much as an inventive genius.
3. He has a liking for machinery.
4. He has manual skill, as needed in handling tools and instruments, and in doing mechanical drafting.
5. If he is to rise to the most important positions, he must have the ability to direct the work of others.

Journalism. The work of the journalist consists mainly in writing the news of the day, and in expressing opinions concerning it.

The characteristics needed for success in this field are, in a general way, as follows:

1. As a reporter, the journalist needs health which will enable him to stand long and irregular hours of work, and work under all sorts of conditions.
2. The successful journalist has a "news sense" or "news instinct."
3. He can write news in a way to attract and hold the attention of the reader.
4. He thinks, writes, and moves quickly.
5. As a reporter, he is tactful in his dealings with people, so as to win their confidence and get from them the news desired.
6. He is accurate in his statement of the facts he is reporting.
7. The journalist, particularly as an editorial writer, needs to be courageous.

The Law. "The work of the law is to establish rights, satisfy claims, protect the innocent against wrong doers, secure convictions for the guilty, and to maintain a cause in the face of all forms of opposition and misrepresentation." (The Law as a Vocation. Boston Vocation Bureau.)

The qualifications needed for success in this profession are, in general, as follows:

1. The successful lawyer is able to reason, to analyze complex facts, and bring them under rules or principles.
2. He can talk convincingly.
3. He likes study and investigation.
4. He can handle people, in the sense of influencing them to see things from his view point.

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5. He is courageous.

6. He should have a sound sense of justice, and a desire to see justice done.

So much by way of sample descriptions of occupations. No single work on occupations, at once sufficiently detailed and comprehensive, is available. The Scoutmaster will be thrown largely on his own resources in bringing together occupational information. He may glean a great deal from the books listed at the end of this chapter. He may also supplement his reading by investigating at first hand some of the more important occupations in his locality.

A more complete study of an occupation includes other topics in addition to the ones we have hitherto considered and should cover the points of some such outline as the following:

I. General Character of the Work done in the Occupation.

1. Operations performed.
2. Products.

II. Qualifications required for success in the Occupation.

1. Physical.
2. Mental.
3. Social.

III. Conditions of entering the Occupation.

1. Ways of entering the occupation.
2. Age for entering.
3. Length of apprenticeship, if any.
4. Trade-union rules as to apprenticeship, if any.
5. Schooling required.
6. Capital required.

IV. Advantages and Disadvantages of the Occupation.

1. Wages or earnings, and the probable rate of increase.
2. Hours of work.
3. Demand for work.
4. Steadiness of employment.
5. Effect of work on physical health.
6. Danger of accident.
7. Effect of work on moral character.
8. Social aspects of the occupation.
9. Opportunity for social usefulness.
10. Chances for promotion.

For example, a study of general farming brings out the following results:

(Note: The above descriptions of occupations are in large parts summarized from Giles and Giles, Vocational Civics.)

General Farming

I. General Character of the Work done in the Occupation.

1. **Operations performed.** Plowing and preparing soil. Sowing and harvesting of crops. Breeding and care of live-stock, buildings.

Production of live-stock products. Management and selling, etc.

2. **Products.** Wheat, barley, rye, corn, oats, hay, potatoes, etc. Eggs, milk, poultry, live-stock, etc.

II. Qualifications required for success in the Occupation.

1. **Physical.** Muscular strength and endurance. Ability to select, manipulate, house, and repair complex as well as single machinery.

2. **Mental.** Perception—the farmer should have good powers of observation, particularly as applied to plants and animals. Liking for out-door life. Ability to figure and inclination to keep accurate tab on farm matters. Ability to sell products to best advantage.

3. **Social.** Generally speaking the farmer deals with things rather than with people. But the successful farmer must be able to manage the help he employs and must work with his neighbors and other farmers.

III. Conditions of entering the Occupation.

1. **Ways of entering the occupation.** As a farm hand, with or without special schooling. Some start as farm managers, or assistant farm managers, after having taken college courses in agriculture. Best way as son of farmer.

2. **Age for entering.** A boy raised on a farm starts to work by helping with the chores at the age of eight or ten. A farm "hand" is usually seventeen years old at least.

3. **Length of apprenticeship, if any.** To learn farming, so as to be able to manage a farm of one's own, usually requires from three to ten years.

4. **Trade-union rules as to apprenticeship, if any.** Nothing under this heading.

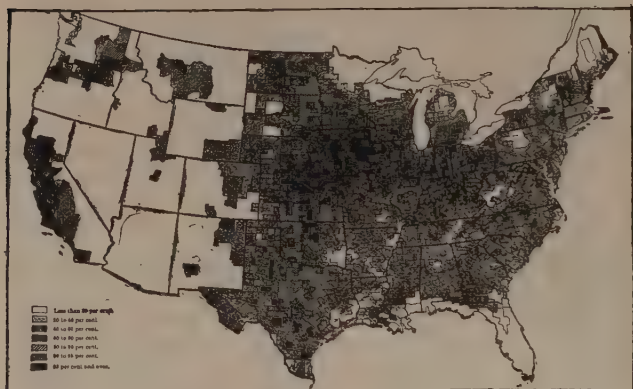
5. **Schooling required.** At least common school education is desirable. If progress is to be made, training in the latest methods of scientific farming—often to be got in short courses during several consecutive winters—is very desirable.

6. **Capital required.** To own a farm, to rent one, or even to farm on the shares, requires more or less capital. A boy who expects to make a success of farming must either have this capital, save it out of his wages, or be in a position to borrow it after he has learned the fundamentals of his calling.

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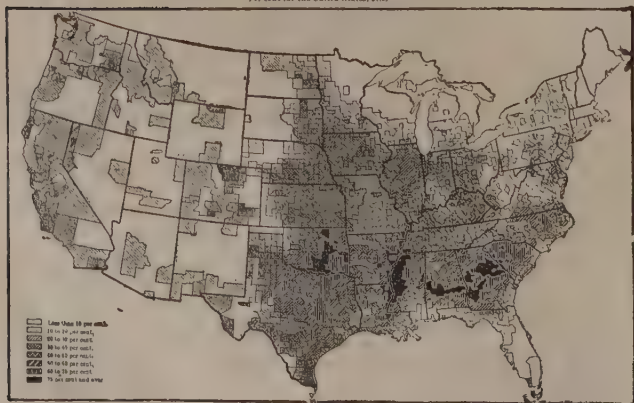
PER CENT LAND IN FARMS FORMED OF TOTAL LAND AREA, BY COUNTIES: 1910

Per cent for the United States, 66.5.



PER CENT OF FARMS OPERATED BY TENANTS, BY COUNTIES: 1910

Per cent for the United States, 37.0.



IV. Advantages and Disadvantages of the Occupation.

1. Wages or earnings, and the probable rate of increase.

A young man starting as a farm hand gets today from \$30 to \$40 a month and up with room and board. There are few expenses and the boy can save much. If he works by the day he is paid from \$2.00 to \$4.00 and up a day, and board, during the harvest season. Generally speaking, only by owning or renting a farm, or by farming on the shares, is there an opportunity for any considerable financial gain. Some are paid salaries as high as \$5,000 a year as farm managers, but such positions are not numerous.

2. **Hours of work.** About 10 hours a day—less in winter, and more during the harvest season.

3. **Demand for work.** Lively. Demand will probably increase for those trained to operate newest forms of farm machinery, and for competent and well-trained farm managers. And there are good opportunities today for the competent farmer who manages his own farm.

4. **Steadiness of employment.** To a certain extent work is seasonal. The farmer does most of his work during the summer, but even during the winter there is always feeding of live-stock to do, and continual lucrative work on the farm for 50 weeks each year should be the ideal toward which farmers should work.

5. **Effect of work on physical health.** The work is invigorating, if the farmer takes proper care of his health.

6. **Danger of accident.** No particular danger of accident, especially for the man who takes a reasonable time to assume the full responsibility of farming.

7. **Effect of work on moral character.** Perhaps a tendency to develop a sense of independence, but today the call for cooperative endeavor tends to modify an excess of independence.

8. **Social aspects of the occupation.** In sparsely settled parts of the country the farmer must be prepared to lead a more or less lonely life. In most regions, however, he has sufficient access to human society.

9. **Opportunity for social usefulness.** The farmer, like every other productive worker, may well feel that he is doing his rightful part in the work of the community, nation, and world. And it will often be advantageous to have the individual boy being counseled investigate—at first hand, if possible, and if not, through reading—the particular occupation in which he is interested.

(2) The Individual Boy. In order to give vocational advice the Scoutmaster should know the individual boy and should tactfully use his knowledge of the boy primarily to instill in the boy a sounder knowledge of himself. He needs to know how the boy in question compares with other people in respect to certain characteristics — whether the boy has about as much of certain characteristics as people who are moderately successful in a given occupation, or whether he has notably less or more.

Human characteristics are commonly classified in three groups, as physical, mental and social. Some characteristics are complex, and are partly physical and partly mental, or partly mental and partly social.

The physical qualities to be considered are health; muscular strength; weight, height; formation of the hands; manual dexterity; voice; energy; endurance; etc. In this connection, and indeed in deciding any matter of fitness, the Scoutmaster may well put himself in the attitude of the employer. He may ask himself whether he would wish to employ the boy for the occupation in question.

The mental characteristics which the vocational counselor has to consider include such items as perception of sounds, and colors; memory for visual and auditory impressions; vocabulary; originality; power to reason deductively, and inductively; ability to break up subject-matter logically; ability to put subject-matter together logically; ability to figure and to solve mathematical problems; mental balance or "common sense"; concentration; speed of mental processes. These qualities go to make up what is called "intelligence."

Other mental qualities make up the instinctive, volitional and emotional nature of the individual. The qualities to be considered here are cheerfulness; enthusiasm; energy; independence; perseverance; the instinct of acquisitiveness; etc. Under this heading come "love of out-door life," "love of machinery," etc.

The social characteristics which determine vocational fitness include leadership; "personality;" ability to talk convincingly; courage; tact; poise; refinement; kindness; honesty; sense of justice; loyalty; ability to cooperate; etc.

In getting a knowledge of the individual boy, the Scoutmaster should take into account the boy's social environment, the record he has made in different studies in school, and any experimentation with various kinds of employment. Something of his heredity may prove of value. The boy's interests should be discussed, as they are often, though not always symptomatic of vocational aptitude. The Scoutmaster can observe the boy's aptitudes to good advantage in the merit badge work done in connection with scouting.

Can the Boy attain the proposed Vocation? Assuming that the boy with whom you are advising is naturally fitted for a certain vocation, can he get into this calling in view of his present age, financial situation, etc.? The vocational adviser must consider not only the aptitude of the boy, but various questions of practicability.

What training is required for the occupation? Some trades require an apprenticeship of three or four years, and the professions require, after high school, training of from four to nine years in college and professional school. Can the boy get the training needed? This will depend on the boy's ability to earn money while in school, on the money his family can give him, on his obligation to support others, on the intensity of his desire to sacrifice present for future earnings, etc.

Is the proposed vocation the most desirable to which the Boy can probably attain? A boy may be fitted for a given vocation, and may be able to get into it, but he should not choose it unless it is the most desirable vocation for which he is fitted, and into which he can get. In fact, boys are often about equally well fitted for more than one vocation, and the practicable question is one of weighing the desirability, the advantages and disadvantages of several vocations. For points to be considered see the outline on pages 297-303.

The desirability of a vocation is not an absolute quantity. It depends largely on the desires, likings, and interests of the individual. In general, the business world will attract the boy in whose mind the desire to make money is uppermost; while the professional world will attract the boy in whose mind the desire for study outweighs that for financial gain. At the same time, the vocational adviser should caution the boy against following momentary whims and impulses. He should encourage the boy to form an intelligent vocational purpose, in view of all the circumstances of his life. The vocational counselor can often help throw light on the question of what is for the boy really and fundamentally desirable.

Following up the Choice of a Vocation. Choice is of little value unless it leads to action. After the boy has decided on a calling, many steps remain to be taken along the road to success in that calling. In some of these steps, the vocational counselor may be of assistance. He may assist the boy particularly in pointing out ways of preparing for the vocation he has chosen, and in pointing out ways and means of entering the vocation.

THROUGH MERIT BADGES TO VOCATIONS?



FUTURE
SURVEYORS ?



FUTURE
BLACKSMITHS ?



FUTURE
AUTOMOBILE MECHANICS ?



FUTURE DOCTORS ?

Moral Guidance. Vocational guidance must be based on moral guidance. The boy should be taught that integrity, thrift, grit, and courage are the rock-bottom conditions of success in this life; that without them no talents or aptitudes will lead to success, and that with them many handicaps in aptitude may be overcome. And he should also be taught that grit and courage should have added to them due consideration of others; that courage tempered by kindness is in the end the real meaning of success.

A Plan of Work. In putting into practice a program of vocational guidance the Scoutmaster may find useful some of the following suggestions:

1. Study of occupation by reading and investigation.
2. Talks at the troop meeting on occupations by men experienced in them.
3. Visits by Scouts to shop, factories, etc., for the study of occupations.
4. Discussions and debates by Scouts on the importance to the community of different groups of occupations.
5. Appointment of a group of men in the community as Scout advisors to whom boys may be sent for counsel regarding particular occupations.
6. Interviews with individual Scouts on the choice of a vocation, best means of preparations, etc.
7. Conferences with parents, and with teachers, employers, or others who know the boy and are interested in his welfare.
8. Talks to Scouts on the best way to "sell" their services to the employer.
9. Follow-up work; keeping informed as to a boy's occupational experience.

Books on Vocational Guidance

Opportunity Monographs. Federal Board for Vocational Education. Washington, 1919.

The Vocational-Guidance Movement. John M. Brewer. The Macmillan Co., 1918.

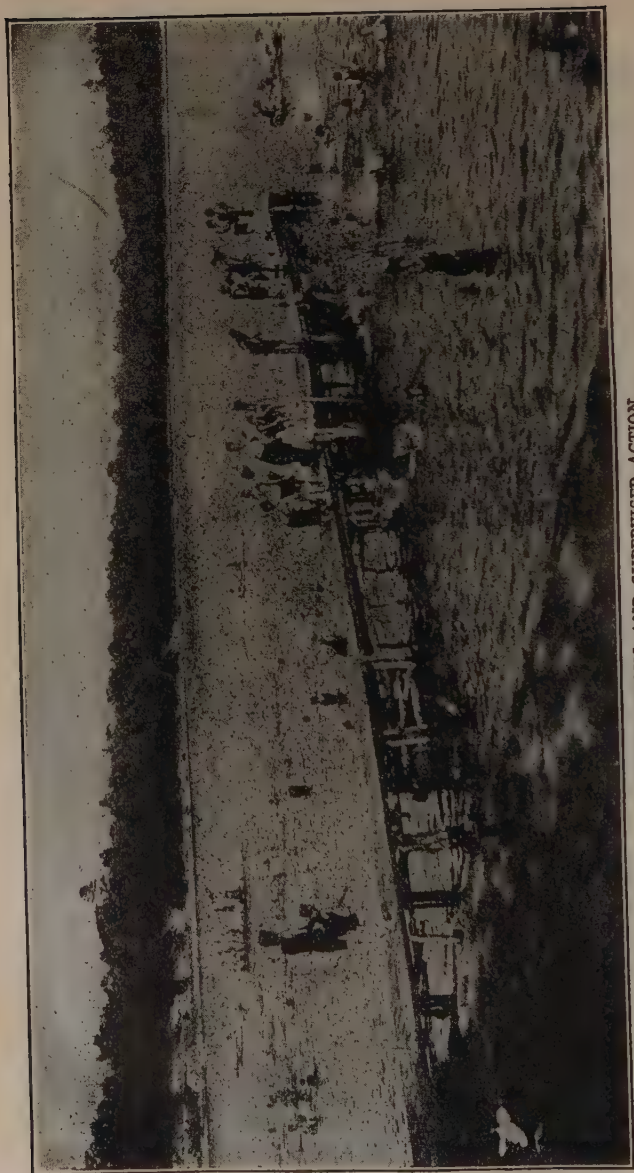
Vocational Civics. Frederick Mayor Giles and Imogene Kean Giles. The Macmillan Co., 1919.

Occupations. Enoch B. Gowin and William H. Wheatley. Ginn and Co., 1916.

Readings in Vocational Guidance. Edited by Meyer Bloomfield. Ginn and Co., 1915.

Choosing a Vocation. Frank Parsons. Houghton-Mifflin Co., 1909.

Hiring the Worker. Roy W. Kelley. The Engineering Magazine Co., 1917.



SPONTANEOUS AND SUPERVISED ACTION
(Note the guarding rowboats)

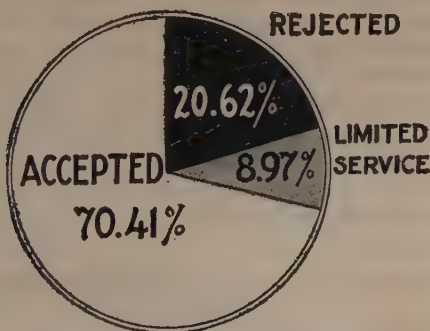
CHAPTER XII

PHYSICAL WELFARE

Physical well-being is the foundation upon which character and success are largely builded.

The Scout program makes a well balanced physical life a basic objective—a thing to be attained and maintained.

The Army Draft revealed clearly the results of neglect of physical welfare by the country at large.



RESULTS OF PHYSICAL EXAMINATION OF
3,208,446 NATIONAL ARMY REGISTRANTS

Nearly one-third of those called by the draft were found to be physically unfit for the exacting physical demands of full Army service. Of those accepted thousands demanded special care and selected service. And yet the common good demands that the average citizen should be as efficient physically in peace as in war. The obligation of the individual is clear cut. Scouting therefore in stressing physical effectiveness is merely urging all to meet their individual obligations to society at large.

Physical fitness does not imply abnormal powers or versatility in physical "stunts."

It means

1. Possession of a healthy body — kept so by scientific care and right living.

2. Ability to perform well the necessary duties of life.

Standing, walking, running, jumping, lifting, climbing, throwing, are things which all normal people should be able to do.

What then can we do toward making and keeping the Scout physically fit?

1. Teach and encourage him to do those things which build health and happiness.

Probably the first duty of the Scoutmaster is to thoroughly familiarize his Scouts with the general laws of health, and the care of the body as set forth in the Handbook for Boys.

Health may be made the central topic of several meetings until the Scouts have mastered the details of careful living. How to eat, drink, sleep, bathe, care for the teeth, eyes, ears, nose, throat, feet — all these are essential to living.

"Health Creed" of the Massachusetts State Board of Health

"My body is the temple of my soul, therefore,

"I will keep my body clean within and without,

"I will breathe pure air and I will live in the sunlight,

"I will do no act that might endanger the health of others,

"I will try to learn and practice the rule of healthy living,

"I will work and rest and play at the right time and in the right way, so that my mind will be strong and my body healthy, and so that I will lead a useful life and be an honor to my parents, to my friends and to my country."

2. Teach and help him avoid those things which undermine health and happiness. The old adage is still good "avoid things which cause headache or heartache." The Scoutmaster's example must help here.

The physical effects of the use of tobacco should be brought to the boy.

"The Physical Effects of Smoking," by Dr. George J. Fisher and Elmer Berry, was published in 1917 by the Association Press, 347 Madison Ave., New York City.

It is a record of scientific experiments, some results of which are here summarized:

Smoking raises the heart rate and blood pressure and it impairs the neuro-muscular control both fine and gross. One cigar suffices to measurably produce the above effects. A cigarette inhaled is equal to one cigar in effect.

The Y. M. C. A. has prepared a valuable set of post-card size statements, which are here summarized:

1. Smoking Affects Endurance

One cigar or three cigarettes reduced the endurance of bicycle riders by 9% and increased heart beats 10 per minute.

2. Smoking Affects Control

One cigar produced an average loss of 12% in accuracy in pitching in base ball. Two cigars made the percentage $14\frac{1}{2}\%$. When not smoking the practice effects increased their accuracy 9%.

3. Smoking Affects Precision

Careful tests of athletes lunging at a target with a fencing foil parallel the findings in No. 2.

4. Smoking Affects Marksmanship

One cigar reduced the rifle range score an average of 48%. Two cigars made 6% less. When not smoking the men gained 13.2% in their score.

These are typical of the effects of tobacco use as measured in various investigations.

The physical effects of alcohol should also be presented to the boy.

"I am the greatest criminal in history.

"I have killed more men than have fallen in all the wars of the world.

"I have turned men into brutes.

"I have made millions of homes unhappy.

"I have transformed many ambitious youths into hopeless parasites.

"I make smooth the downward path for countless millions.

"I destroy the weak and weaken the strong.

"I make the wise man a fool and trample the fool into his folly.

"I ensnare the innocent.

"The abandoned wife knows me, the hungry children know me,

"The parents whose child has bowed their gray heads in sorrow know me.

"I have ruined millions and shall try to ruin millions more.

"— I am Alcohol."

From "Boyology," H. W. Gibson.

3. The Scout should be urged to have a semi-annual medical and physical examination.

4. Meanwhile a constructive program for the boy can be developed and kept before him. Help him make it and observe it. In it must be included the two or three hours of daily recreation, needed to give tone to the physical life of any human being.

This recreation can come in various sorts of group games, ball games, mass competitions, hikes, bicycle, or canoe trips, swimming or any other wholesome physical activity. Brisk walking in the open air is one of the best. Lack of time or facilities may force the Scout to fall back upon "setting-up" exercises as a substitute for out-door recreation.

5. The responsibility for interesting the Scout in this physical program rests largely upon the Scoutmaster. He must provide from time to time devices

through educational games, through competitions, through talks and other means which shall stimulate and hold the boy's interest in learning about his own health welfare.

Suggestion, through example, is very potent. Erect carriage on the part of the Scoutmaster and careful practicing of the Scout health rules is really the starting point in the whole program.



Fine specimens of manhood can be pointed out and commended and thus be held before the Scout's attention.



6. In effecting any real health welfare program with boys, it is most vital for the Scoutmaster to keep in very close touch with the boy's home. Little progress can be made where home practice deviates widely from the theory the Scout is taught in the troop.

The Scout movement can here render immense social service through indirectly or directly bettering national health in the homes.

The Army records indicate the importance of sex in its relation to physical welfare on the pathological side. There is, however, a vital positive side as well. Both of these vital sets of facts need to be brought to the boy by someone—First—to spiritualize his responsibility as custodian of the heredity of the next generation. Second—the pitfalls and dangers which the lad will doubtless face.

These two sets of ideas are probably best given —

1. Personally—not in a crowd.
2. By some person very close to the boy.
3. The scientific basis is perhaps the safest.

Many parents do this themselves as they should if close enough to their boys.

The Scoutmaster is urged to proceed slowly and tactfully only after conference with, and with the consent of boy's father. The pamphlet "Keeping Fit," prepared by the U. S. Treasury Department, is recommended for the boy to read and study in accordance with the home limitations just mentioned. It seems fair to ask the Scoutmaster to **know what** sex-education the home and the school have given the boy.

7. The Scoutmaster as a leader of growing boys must be careful to suit the play and the hikes to the strength of the individual Scout. Violent exercise immediately before and within an hour and a half after meals is very injurious.

As already implied, "setting-up" exercises are much over-rated.

They are, however, of value for corrective work as they can be localized so as to influence a special defect. This, however, is work requiring an expert and is not a task for the Scoutmaster. Then too they offer certain disciplinary values in common with formation drills.

In the use of "setting-up" exercises the Scoutmaster must exercise great caution. Indeed there are such exercises which have had a wide usage, but are today held to be positively injurious, such as "bending backwards" as usually practiced.

This exercise, it is now claimed, may increase the curvature of the back — weakening it and throwing the abdomen forward and downward.

Deep breathing is good but the breath should not be "held" — but should be expelled promptly and naturally. For a weak heart, holding the breath may easily be detrimental.

"Setting-up" exercises can be used to advantage with boys in Camp. A few early morning stretching and quickening exercises may be used — but only a few. A hard workout, a swim, a cold plunge

just after arising is not advisable for most people, in fact it may leave them tired all day.

On rainy days, or when space will not permit play, "setting-up" exercises may be used.

The ideal exercise should deepen the breathing, quicken the pulse, and start perspiration. The amount needed will vary with the individual so that troop exercises must carefully aim to avoid overdoing, especially before the age of 17, following which more vigorous competition is desirable. Scout exercises in general will call for vigorous activity, chiefly of the trunk and legs.

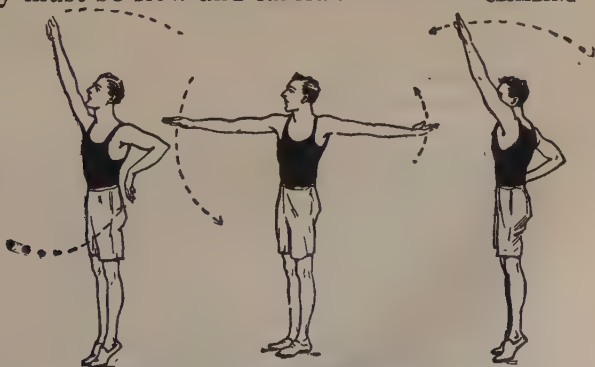
The following exercises have been selected for use when play is not possible. They follow "natural movements," demanded by every day living and are quite unlike the formal exercises of the past.

The following three classes of exercises are recommended:

1. **Stretching exercises** intended to loosen and limber up muscles and joints and mildly stimulate the circulation. These consist of various limb stretching: trunk extending and bending movements. They must be slow and careful.



"CLIMBING"



"SWIMMING" — A LONG SLOW OVERHEAD REACH

2. **Quickening exercises** might often be used to advantage with a troop. In these exercises commands are given in rapid succession and the Scout must be on the alert to interpret and make his muscles keep him up with the rest of the troop. The leader can even make a game out of it by having those fall out who do not respond quickly and accurately to the commands given.

Example: "Scouts, sit down!" whereupon they must immediately sit wherever they are.

"Turn around twice to the right and take two steps forward, move."

The leader's last word of course must be sharp and pitched higher than the rest of his command, to serve as a command of execution.

Example: "Sit down!" "Stand up!" "Sit down!" "Stand up," etc.

Example: Bailing a boat with hands (rapidly).

Such exercises are enjoyed by the Scout when not carried to extreme. The leader must be careful that the tasks he sets are physical ones, else the exercises become mental gymnastics.

3. The third class of exercises, which form the real body of the setting-up drill, consist of **natural movements** intended to stimulate healthful activity of the vital organs. They are natural movements of the larger fundamental muscles of the trunk and limbs in directions which are natural and healthful. They are movements which man has employed in earning a livelihood during long ages of racial development. They are movements which might be said to have determined the shape and powers of the bodies in which we live. They are the movements of walking, running, climbing, lifting, jumping, pulling, pushing and the like.

Examples:

Jumping for an apple.



Pulling on a rope.



Chopping with imaginary axe.

Sawing wood with buck saw.
Pulling up imaginary small tree.

Throwing imaginary basket ball.

Shadow boxing.
And so on indefinitely.

In all these exercises the voice of the leader either in command or in rhythmic counting absolutely can determine the spirit, the morale of the troop. Change of tone and quality can either enthuse or depress the group, can accelerate or retard them. Great care must of course be exercised in giving instructions to be certain each Scout knows what to do.



“WOOD CHOPPING” BEFORE BREAKFAST



READY FOR AN INTER-PATROL "CHARIOT RACE" (ELMIRA, N. Y.)

CHAPTER XIII

SCOUT CONTESTS

For Troops and for Rallies

Scout contests and competition differ from ordinary physical contests in that emphasis is placed not only on group competition, but an opportunity is provided whereby the boy can compete against his own record or against a record which is set up. As well as this form of competition, each patrol or group is concerned in bringing up its weaker members and indeed does so.

Scout contests do not represent the development of one champion in each event—but rather that every Scout develops his “best” in every event, thus giving each Scout breadth of experience. Obviously such contests are of prime value to the Scoutmaster as a means of stimulating the interest of his Scouts in these activities.

Certain Scout contests—such as first aid, signalling, water boiling, and fire by friction—have been used so repeatedly all over the country that they have come to be accepted as standard. Unfortunately, the rules and regulations have differed widely in various localities.

Commissioned leaders should naturally not compete in the same class as Scouts.

A careful comparison of the rules used in various jurisdictions has resulted in the following list of standard contests for rallies.

1. **First Aid Race:** Two men and patient. Scouts run 50 yards to patient; apply triangular bandage to head, and spiral reverse from wrist to elbow, put arm in triangular bandage sling, form four-handed seat and carry patient back **at a walk**. Team to furnish bandages. Surplus bandage need not be brought back with the patient. Judge,—a Doctor or first aid expert—shall disqualify team if all bandages are not correctly, neatly, and firmly done, or if Scouts run with or jolt patient. **Speed Event.**

2. **Rescue Race:** One man and patient. Patient lies on back, head toward rescuer, one arm vertical. Rescuer runs thirty yards, picks up patient by fireman's lift, and returns with him. Team to be disqualified if patient is not properly adjusted within five yards of patient's line or if patient in any way assists rescuer. **Speed Event.**

Note: In these two first aid events the patient must not be more than ten pounds lighter than his rescuer.

3. **Morse Signaling:** Four men. Reader, sender, receiver and writer. Stations fifty yards apart. No signs or communication other than flag signals permitted. Flags to be army standard size. A thirty word message totaling at least 150 letters will be given to reader. As soon as writer has taken down message he runs back to start with it. No abbreviations allowed. No insertions or corrections on message as received. Each letter wrong to be penalized one second. **Speed Event.**

4. **Semaphore Signaling:** Same conditions as above, save that semaphore flags and code are used.

5. **Knot Tying:** Two men. One stands with staff held horizontally. The tyer ties two half hitches on the left end of staff, ties the following knots in order:—An overhand knot, bowline, halter, figure-eight, sheet bend (to loop of bowline), sheep shank, and ties a clove hitch to right end of staff. Six feet of clothesline. One knot improperly tied will disqualify. **Speed Event.**



RESCUE RACE

7. Dressing Race: One man. Run ten yards, remove Scout belt; run ten yards, remove hat; run ten yards, remove shirt; run ten yards, remove shoes; run ten yards and cross line. Returning, replace article of clothing each ten yards. Shirts to be buttoned completely and shoes completely laced at start and finish. No neckties. Speed Event.

8. Fire by Friction: One man. Apparatus must be made by Scout from natural material found in United States. Tinder to be natural material, the following materials to be barred: powder from previous attempts, chemicals, shavings, pencil sharpenings, paper, cloth, cotton, string or rope. "Warming up" is not allowed, but using notch that has been used before is permissible. Speed Event.

9. Staff Throw: One man. Staff to travel front end first, to fall front end downward, and to be measured to this point. When it falls flat or rear end down the rear end to be marked. Standard Scout staff to be used. Distance Event.

6. Scouts Pace: One man. Scouts do Scouts pace on a measured mile. The one who finishes nearest to the exact twelve minutes wins. Accuracy Event.



MAKING FIRE



"OVER THE WALL"—CAMBRIDGE (MASS.) SCOUTS IN HARVARD STADIUM

✓ 10. **Water Boiling:** One man. Officials to furnish a one-quart water bucket with wire handle, single ply tin, filled with water to within $\frac{1}{2}$ inch of top, shaving of soap added; one stick of well seasoned wood 3" by 3" by 36"; two matches. Contestants to furnish knife or axe. No preliminary preparation of fire place or of wood permitted. Only two matches allowed and spilling of water disqualifies. Water must boil over. Speed Event.

✓ 11. **Paul Revere Race** (Also known as "Pony Express"): One "Revere" and four "horses." Horse No. 1 is posted at the start; No. 2 and No. 4 thirty yards down the field; No. 3 at the far end (60 yards). At the word "Go" "Revere" mounts horse No. 1, rides to center of field and changes to No. 2, rides to end of field and changes to horse No. 3, returns to center of field and changes to No. 4, and rides back to the start. "Revere" may not take more than two steps at any relay. Speed Event.

PATROL EVENTS

Note: In patrol events any eight Scouts from one troop constitute patrol.

1. **Standing Broad Jump Relay:** Form single file. In jumping toe the line, each Scout toeing the heel-mark of the previous Scout. If Scout steps or falls back, point where his foot or hand strikes will be marked. Distance Event.

2. **Patrol Staff Relay:** Two Scouts at start, four in center of field (30 yards), and two at the far end of the field (60 yards). No. 1 carries staff to No. 2 at center, who carries to No. 3 at end, who carries to No. 4 at center, who brings it back to No. 5 at start, and this process is repeated again, ending at the start. Staff to be passed, not thrown. Speed Event.

3. **Patrol Antelope Race.** Form single file, each Scout grasping belt of the Scout ahead of him. Patrols race in lock-step thirty yards and return. If a Scout loses his grasp the patrol is disqualified. Speed Event.

4. **Patrol Signal Tower Race.** Three Scouts hold three others on their shoulders. They come together and lock arms. No. 7 then takes No. 8 on his shoulders from where he climbs to the top of the tower. No. 7 then passes up two semaphore flags to No. 8, who sends the semaphore alphabet. Speed Event.

5. **Patrol Wall Scaling.** Wall scaling shall consist of a run of twenty yards and return over a course which includes, at its mid-point, a wall of smooth sides. This wall shall be 9 feet 6 inches high, with a base and top of 6 and 4 feet, respectively. It shall be of sections not more than 9 feet long, set 6 or more inches apart, of which there shall be one for each team competing simultaneously; or, if several sections be built together, it shall be divided into sections of the foregoing length by bands, 4 inches in width, of a color in strong contrast to that of the remainder of the wall.

Teams shall consist of eight men equipped with the staff and wearing scout uniform, except the coat. The character of shoes worn is left optional with each team.

Teams shall start in double rank, cross the wall without touching any part of an adjoining section, and the staff shall not be thrown or dropped.

The passing of staves, except by hand, or the encroaching of any member upon adjoining sections, shall constitute a foul. Each and every foul shall be penalized by the addition of two seconds to the actual time of the team.

Every member of a team shall return to the finish with each article of equipment that was carried at the start.

The time of a team shall be the time that elapsed between the start and the return to the starting line of the last man of the team, plus two seconds for each foul committed by its members.

Some or all of these contests should be used in every rally and inter-troop contest and records should be kept.

The Scoutmaster will find it profitable to hold occasional contests among his boys, both individual and patrol contests. Indeed many successful Scoutmasters utilize scouting contests at most of their troop meetings as a means toward instruction.

Local councils which hold annual rallies will of course keep careful record of the standard attained. A special trophy might be awarded a troop which holds a record in one of the standard contests.

In inter-troop competition, any eight registered Scouts in good standing may represent their troop as a patrol.

The national records will be published in SCOUTING as they are established. To qualify as a national record, the mark must have been attained in actual competition between three or more troops under the supervision of a Scout commissioner, or higher official, and judged and timed by three competent men with stop watches.

Other Contests

Each one of the following suggested contests has been used successfully at many rallies. In some cases the rules may have been varied to suit local conditions, but each contest as it stands is practical.

Note: The following abbreviations are used: O indicated that the contest is best held outdoors, I that is best held indoors, O-I that it may be held either indoors or out, and H that the contest is humorous and mirth provoking.

1. Tent Pitching: Two men. Shelter-tents furnished complete with pegs, two mallets with each tent. Tents packed and placed at a distance of ten yards from contestants. On signal each team is to run and pitch tent and fall in line outside of tent when tent is up. At second signal, contestants must strike tent, pack and replace as originally found and return to first position in line. Time of pitching or striking is to be taken from the time of giving signal to time when the team falls in line again. (O)

2. Building a Lean-to: Team of eight. Materials furnished: twenty staves or poles to each team, blanket or canvas to cover same. Height of front, full length of staff or pole used—back wall one-third of this height. Number of staves used: five for each side, three for back, one for flag pole, two for front and four for top. All staves to be lashed. No nails or screws allowed. Points considered: stability of workmanship—2 points, neatness of structure—2 points, correctness of lashings—3 points, and time of building—3 points. (O)

3. Spar Lashing: Team of eight boys, patrol leader in charge. Materials, Scout staves (14 in all) and sash line in lengths of ten feet for lashings (26 in all). Task: build double trestle for support of roadway; trestle to bear weight of working party. Points to be considered: rigidity of trestle—4 points, knots—3 points, lashings—3 points. (O-I)

4. **Knot Tying** (alternative): Contestants will line up, each provided with a rope. Knots will be name one at a time. If a contestant is unable to tie a given knot he will drop out. The last Scout left is the winner. The following knots may be named: Overhand, figure-of-eight, square, sheet bend or weaver's bowline, sheep shank, fisherman's bend, Blackwall's hitch (around finger), clove hitch (around leg), timber hitch (around leg), fisherman's knot, slip, surgeon's, Carrick bend (choice of single or double), 15 seconds will be allowed by the judges for the tying of each knot. (I)

5. **Message Relay Race**: Team of eight, distributed at twenty-yard intervals. A verbal message of at least five words is given No. 1 who runs to No. 2 and repeats message and so on. No. 8 runs to winning post and delivers message. Speed and accuracy event. (O-I)

6. **Pacing Contest**: Twenty yards, twenty paces. Start and end with right heel. Contestants bringing feet together at finish or ending with wrong foot will be disqualified. Accuracy event. (O-I)

7. **Obstacle Race**: Distance, 200 yards. Contestants given signal lying on their backs. Obstacles as follows: Four hurdles; step over; barrels open at both ends, stood on edge, go through; flat canvas stretched two feet high, crawl under; wall used for wall scaling event (10 feet) climb; hop on one leg (either left or right) a distance of fifteen yards to finish line. Speed event. (O-I-H)

8. **Potato Race**: Six potatoes two yards apart on a direct line, first potato two yards from receptacle (pail, basket or box, not over thirty-six inches in circumference). Finish five yards back of receptacle. Object—to get as many potatoes as possible into receptacle at a given time. Potatoes must be carried one at a time. Any contestant dropping a potato must place the same in the receptacle before he touches another. Speed event. (O-I-H)

9. Tug of War: Teams of eight men stand up, no belts or cleats to be used, no foot holds to be dug until after the starting signal, no knots of any kind to be tied. Time allowed for pull five minutes. The teams which has the advantage at the end of five minutes, or within that time pulls the other team ten feet, wins. The rope to be used is to be two inches in diameter and forty-five feet long. (O-I)

10. Flap Jack Contest: Competitors must furnish their own material and utensils. Each Scout may use such ingredients as he wishes. Quality of flap-jacks rather than speed to be considered first. A good recipe may be found in the Handbook for Boys. (O)

11. Aviation: Model aeroplanes built by contestants. Two flight—one for duration and other for longest distance attained by single flight. (O)

12. Three-Legged Race: Two Scouts, with the right leg of one tied to left leg of the other, race other pairs of Scouts. This is always an amusing feature. (O-I-H)



A HANDICAP RACE

✓ **13. One-Legged Race:** Each Scout grasps one foot behind, hops twenty yards. Changes grasp, hops back. (O-I-H)

14. Skin the Snake: Each team of eight stands in single file. Each player stoops over, putting his right hand between his legs and grasping the left hand of the player behind him. At a given signal, the last man in line lies down on his back, putting

his feet first between the legs of the player in front of him. The line walks backward, striding the bodies of those behind, and immediately lying down upon having no more to stride. Upon completing the transformation, all are lying on their backs. Then the last man who lay down rises to his feet **and** strides forward up the line, the rest following as fast as their turn comes. Team which breaks grasp is disqualified. (O-I-H)

15. Sack Race: Scouts furnish own sacks. Sacks to be held in hands of contestant. If one foot or both feet should protrude from sack, contestant is disqualified. Course to be thirty yards. May remove shoes. (O-I-H)

16. First Aid (alternative): Teams of four. Patients to bear labels describing injuries. Teams run twenty yards to patients, determine injuries and treat them, devise transportation and carry patient back the twenty yards. Speed, 25%. Correctness of treatment, 25%. Neatness and efficacy of treatment, 25%. Comfort of transportation, 25%.

17. Signaling (alternative): Two stations, each four men, 200 yards apart. Each station must send and receive three ten-word messages. Speed Event.

* * * * *

In addition, the following contests described in the Handbook for Boys make good rally material:

Pyramid Building (p. 395), Cock Fighting and Tilting (p. 398), Crab Race and Hand Wrestling (p. 400), Horse and Rider Tourney (p. 415), and First Aid Game (p. 417).

Note: The above list is not intended to be either exhaustive or arbitrary. The contests cited have been successfully tried out in actual conditions. It must be remembered, however, that when contests are held with the purpose of meeting requirements of the National Record no variation is permissible and standard conditions and rules should in this case be ascertained and rigidly maintained.

WATER CONTESTS

1. Spoon and Egg Swimming Race

Each contestant places a spoon handle in his mouth with a hard, boiled egg in the spoon, start in water three feet deep. First to arrive with the egg in the spoon wins. A contestant who permits his egg to fall out of the spoon is out of the race. This may be varied by holding a lighted candle in one hand.

2. Life Saving Race

Each team should consist of a crew and a subject. The crew consists of two oarsmen and a coxswain.

The boats should be placed in a row, bottom side up, on the edge of the river. Oars and oarlocks may be placed beside the boats.

At the first signal the subjects on the opposite bank are to dive into the river and swim toward the boats on the other shore.

On the second signal, boats are righted, oars and oarlocks placed in position, launched. The crew rows toward subject, hauls him aboard, and brings him back to shore. When the boats have reached the swimmers, they must give up all personal effort and allow themselves to be handled by the crew. They must not assist in their rescues.

Credit is given for speed in effecting the rescue.

3. Old Clothes Swimming Race

A suit of old clothes, consisting of hat, coat, trousers and shoes, to be placed in a pile on a float fifty yards away. Upon signal, contestants dive into the water, swim to the float, dress and swim back.

4. Throwing Life Ring

Ring to be used is twenty-one inches in diameter and weighs six pounds. Competitors will throw from a seven-foot circle. Distance only consideration.



WATER TILTING, FOR GOOD SWIMMERS ONLY

5. Will O' the Wisp

All swimmers are blindfolded except one, who is equipped with a bell. The object is for the blindfolded swimmers to catch the swimmer with bell. The latter is allowed to silence the bell at will, to dive under the water and resort to other tricks to elude the blindfolded swimmers.

6. Water Ball

The ball is round and made of rubber with a canvas cover, about the size of a half sugar barrel. The players line up along each end of the plunge. The ball is thrown from the center. When the whistle is blown the players try to get the ball to the opposite side of the plunge from which they start. The game may be played either in deep or shallow water.

7. Crawl Board Race

Use white pine board 42 inches long, 15 inches wide, 2 inches thick, rounded off at ends. Line up and race across pool. Good for developing crawl leg kick.

8. Water Basket Ball

Water basket ball, base ball and polo are all good games for experienced swimmers. Only slight variations from regular rules are necessary.

Mass Competition

For handling large numbers in group competitions three methods are recommended: 1, zone; 2, shuttle; 3, relay.

1. In handling jumps, for example, by the zone method, mark a line which you think the best jumpers would reach. With this as a standard, mark other lines just short of this a few inches apart (a few feet apart for running jump or hop and jump).

All those landing in the farthest zone thus marked may be scored 5 points for their team; in the next zone 3 points, in the nearest zone to the take off 1 point.

For throwing, or kicking a ball or putting the shot, or anything similar, the zone method may be used, enabling the leader to use several hundred Scouts in such a competition in a few minutes.

2. In the shuttle method the competing teams are lined up opposite each other. In the standing broad jump, for instance, number one of the first team would jump, number one of the opposing team would toe his opponent's heel mark and jump back in the opposite direction. The jumpers would thus continue jumping back and forth until both teams had had an equal number of "trips." The last man has jumped, his team has won or lost, according to whether he jumped over, or fell short of, the mark that the first man of the first team started from.

3. In the relay method for jumps and throws, the second Scout of the team heels the mark reached by the first. The jumps continue in the same line and direction until all the team has jumped.

The relay method is obviously especially applicable to races but it may be adopted to a variety of other competitions.



VOLLEY BALL IN A CHICAGO (ILL.) CAMP

CHAPTER XIV

GAMES

Games and group competitions are most natural and rapid means of stimulating the vital organs to healthful activity.

The spontaneity and the exhilaration of the game give a heightened tone to the whole nervous system. Indeed this mental element is the most vital thing in physical exercise.

Such physical exercise provides a wide, deep channel for a natural and pleasurable expression of the boy's abundant muscular energy, while the excitement of the game stimulates the nerves (if not overdone) and as a result tends normally to leave them finally quieted and soothed.

The boy who plays two hours a day should normally have fewer serious problems of sex.

Then too, play with its simulation of adult life, is used, throughout the whole animal kingdom, as an actual preparation for life's serious affairs.

While its competitive spirit gives morale it further provides opportunity for teaching the Scout how to win or lose in the right spirit. Selfishness is absorbed in team play and cooperation, and loyalty foundations for democracy.

General Suggestions

In directing a large group of Scouts at once the following items are important to observe:

1. The formation from which they begin must suit the game.

2. Positions and opponents should be selected by patrols or by numbers.

3. The game must be tersely but clearly described, else it cannot be carried out.

4. It must begin quickly — no delays.

5. The game must interest them or be promptly discarded. The fault here may lie with the game or with the leader.

Games may be classified as to formation under the following heads: 1, circle games; 2, tag games; 3, line or column games; 4, individual contests, and 5, miscellaneous games.

The Scoutmaster will find the circle games useful at the opening of a meeting. Everybody joins in and the troop's interest is concentrated in one activity. Tag games may also be used to secure the participation of every Scout.

The line or column games are most useful as inter-patrol contests, although sometimes—for example when a troop consists of three patrols—it may be deemed preferable to divide the troop into two teams.

The individual contests should, as far as possible, be used to determine the "champions," first within the patrols, and then between the patrols.



SCOUTS PLAYING HAT BALL, JONESBORO (ARK.)

Game Formations

For convenience in explaining the game and having the Scouts in a formation from which they can start the playing quickly, it is best to have them fall in in two ranks, the larger boys on the right of the lines. In "falling in," the rear rank must so line up that there will be an equal number in each rank.

1. For circle games, have the front rank to do an "about face." All in the same rank join hands, those at each end clasping hands with the ends of the opposite rank. Then the centers back away drawing the group into an even circle. When the circle is completed, the order is given to drop hands. If it is a team game about to be played, the players number one and two around the circle, starting at the beginning of either rank thus selecting the teams.



WHEELBARROW RACE, SCOUTS OF SANTA FE (ARIZ.)

If a game is being enjoyed, but is in danger of becoming monotonous, add variety to it by slight changes without changing the game completely which always takes considerable time. For instance, if it is a passing game, have each Scout turn around twice or even run around the circle before passing the object to the next player. If the group is too large for one circle divide them up into several convenient groups while they are standing in the two lines. Remember that a circle game is too slow if the circle is too large.

2. If the games are to be played between lines facing each other simply have the front rank "about face" and march backward the required distance. If it is a relay, in which but one member of each teams takes part at a time, have both ranks right, or left face. This will give two columns on a line ready to start. It is convenient to use this formation in many of the individual contests. By having them count off in fours, both front and rear rank, you can pit ones against twos and threes against fours in the same rank. Then the winner of the first pair meets the winner of the second pair. The winner of this meets the winner of the opposite rank. This champion then meets the champion of the next group of eight, etc.

3. In tag games that are team games, use one rank against the other. In other tag games the leader chooses one of the most agile to be "it" to start with. Be sure that all points are clearly understood before starting, because if a Scout claims exemption for some reason or other upon being tagged, the others are apt to think he is not sincere, or fair.

4. Games calling for the use of equipment of one kind or another, like a ball, sticks, etc., are greatly delayed and confused if the equipment is given to the players before the game starts as it may distract their attention from the description of the game.

5. Individual contests should be between boys of the same weight. Be careful that the contests are not always between the same Scouts. Let each meet as many new opponents as possible. Closely supervise all contests. See that no cause for personal feeling arises. Watch any boy who is quick tempered or he may disorganize the group.

In each of the great variety of games the leader will have to determine what formation is best to start from. Whatever that formation, hold the Scouts at attention while the game is being rapidly and accurately described. Don't play one game forever just because a few boys like it. In this chapter will be found quite a number of games, others can be found in the references given or the leader himself can make variations.

Indoor Games

Indoor games must often take the place of the large free life in the open that is denied many boys. Therefore they must be made as interesting and active as possible. Many of the athletic feats and individual competitions can be used indoors as well as out. Having due regard for furniture and danger to the players, make the indoor games as strenuous as possible.

For group competition, divide the two ranks into teams just as you would for outside games.

In stunts or individual competitions, it is best for the leader to pick the players if volunteers are not forthcoming immediately. It is better to choose such players before the stunt is announced. The choice might also be made by numbers, especially if there are enough stunts to go around. Try to bring out the timid, because they are the ones most in need of such things. Make the games as inclusive as possible. Remember you are trying to get the group to participate, not just trying to find which individual excels.

Classes of Games

For the Scoutmaster's convenience, games have been grouped under the following heads:—

1. **Games for Instruction** (in which the prime purpose of the game is instruction in Scoutcraft).

2. **Games Demanding Attention** (in which "eternal vigilance is the price of safety").

3. **Games Demanding Cooperation** (in which team play is prominent).

4. **Games Involving Vigorous Action** (in which physical exercise is the outstanding feature).

5. **Games for Fun** (in which the humorous and recreational values are perhaps the most important).

It must be understood that most of the above five values are found in practically every game although in varying proportions. For example, the chief value of hand wrestling is probably the Vigorous Action it demands. Yet it also requires alertness (Attention) and often proves very amusing (Fun). The First Aid Game described in the Handbook for Boys is primarily of value as instruction yet it also possesses the other four values.

Further, it is wise to keep in mind that, while to the Scoutmaster the relative importance of these game values is as follows:

1. Instruction,
2. Attention,
3. Cooperation,
4. Vigorous Action,
5. Fun,

to the boy the order is reversed; he primarily relishes fun and physical expression. He will play the instruction game willingly only if it seems to him to be a good game, full of action, and amusing.

GAMES FOR INSTRUCTION

Direction Test or Spot the Spot

A very interesting test to train boys in the sense of direction is to have them observe a certain object, — a tree or paper on the ground at a distance of some fifty yards, and then to see who blindfolded can most nearly walk to this object.

Compass Swatting

Have 16 Scouts form a circle facing the center and with hands behind them. Every other Scout has his hat on. Designate one Scout as "North." He wears a scarf or is marked plainly in some way.

The fellow who starts the game walks around the circle with a rolled newspaper and a set of cards, on each of which is a compass point. He slips the swat and the cards into the hands of some one who is in the circle. This one then looks at the top card and starts around the circle on the run. Just before getting to the Scout who represents the compass point shown on the top card he calls out the name of this point and can then start swatting this "compass point," while the latter runs clear around the circle and back to his original point. If "it" swats the wrong scout that Scout may chase "it" around the circle.

The Scout who has been swatted then has his turn with swat and cards (after shuffling). The circle all moves up one point so each Scout represents another point.

Reds and Blues

A war game in which two or more troops participate may be so devised as to greatly stimulate interest in scoutcraft. Each Scout wears a bit of red or blue worsted tied around his arm and is counted dead once this is broken.

Other points may be given for the capture of flags, of officers, of "supply trains" (troop

kitchens), of "ammunition dumps" (pile of knapsacks and other duffle), etc.

The game may last one or more days and thus give practice in cooking, campcraft, etc. Scouting, stalking, pathfinding are obviously essential to the game.

Signaling should be used to communicate with the various parties of Scouts, raiders, etc.

The precise regulations must depend on the numbers involved and the character of the country.

Scout Pace Window Race

Course is a measured half mile from troop headquarters to a store window containing about twenty-five different objects.

Patrols run at Scout pace to store, look in window for one minute (this may be timed by watch) then return at Scout pace.

The time of last one of each patrol is taken. If course has been covered in exactly 13 minutes, the patrol scores 50 points. Two points off for each second under or over time. Then patrol is given five minutes to consult together and prepare a list of objects in the window. Two points for each object correctly given. Two points off for each object incorrectly given.

Other Instruction Games

Most of the Scout contests listed in the preceding chapter are of value as instruction. Other games teaching Scoutcraft which are described in this book are "Far and Near," page 61; "Scout Baseball," page 90; "Hare and Hounds," page 93; "Compass Stagecoach" and "Living Compass," page 99; and "First Aid Relay," page 110.

"Scout Baseball" merits frequent use as it can be applied to the teaching of nearly every phase of Scoutcraft.

GAMES DEMANDING ATTENTION

Heads and Tails

This game is one of co-ordination between the sense of hearing and muscular action. The boys are divided into teams of equal numbers and agility, toeing a line across the center of the room or play field so that they can just barely touch hands. The Scoutmaster names one side "heads" and the other "tails," and then tosses a coin and calls the side that comes up, thereby giving them the alarm to run back to the goal, which should be a line five feet from the wall at the end of the room, or possibly fifty feet from the center line if playing outdoors. If on this run they are tagged by one of the other team chasing them before they get within the goal, they are won over for the other team.

The game can be intensified by insistence upon the boys standing at attention until the call of the coin, and by the use of a different length of time after looking at the coin and a different tone of voice in announcing "heads" or "tails."

Murphy Says

The players are in line, the leader commands them to do various things. If he prefaces his command with "Murphy Says" they must instantly do it but if Murphy does not say it, they must stand motionless. Those making errors must fall out. The game continues until only one remains standing, or if it is a team game, until all of one team falls out.

Jump the Stick

One in center of circle passes long stick or swinging bag on a rope around circle below knees of others, who must jump it or take his place in center.

Tag Ball

A basket ball is passed promiscuously about a circle. "It" within the circle attempts to tag the ball or make someone drop it. The one dropping ball or touching it last if the center tags it becomes "it."

Bull in Ring

Players form circle each with right hand grasping wrist of player on right. The "bull" must break through, the player allowing the break becomes the "bull."

Ground Ball

Square or rectangular court divided in middle by neutral zone ten feet wide. Two teams of any number occupy either end. The object of each team is to throw a basket ball, or any similar ball, so that it will strike the ground within the territory of the opponent, thus scoring one point. The game is played in quarters, the length of which is determined by the size of the teams, the greater the number on each team, the longer they can play at a time. If the teams are very large, put two balls in play, and have two officials. Each team must stay in its own field. One cannot carry ball. When out of bounds team gets it on whose side it went out.

Three Deep

The Scouts form in a double circle, facing the center. Outside of the circle is a Scout who is "it" and one that he is chasing whom we will call the runner. If the runner can get in front of any of the "two deep" units forming the circle he is safe and the third or rear man of that unit becomes the runner. Thus it will be seen that the man who is "it" has to chase several runners, before he is lucky enough to tag one, thus making him "it" and immediately becoming the runner himself. The runner must not leave the circle more than two yards. Game can be complicated by having two runners and two "its." Or further interest may be added by the runner stepping between two instead of in front. In this case the player he has his back to becomes the runner. Another variation is to play it "two deep" instead of "three deep."

GAMES DEMANDING COOPERATION

Keep the Ball

Similar to basket ball except that there are no baskets. Any number can play on a side, the space corresponds to the number playing, the ball can be any size provided it can be easily caught in one hand. The game is scored by counting one point for each five consecutive passes made by one team without a fumble. Ten points first made by either team wins. A base ball may be used.

Pass Faster

Players in circle numbered by twos, all ones belong to one team all twos to the other. Two balls, or any other convenient objects, are started on opposite sides of the circle by each team. Each passes the ball to the next of his team, the object being to overtake the ball belonging to the other team which is being passed around in the same direction. The team overtaking the other wins. This game might be varied by having each turn around twice in place or run around the circle before passing the ball on to the next.

Medicine Ball Relay

Teams in columns of files, all standing in straddle position. At word go, a medicine ball is passed by the Scout at the head of the column so that it passes back between the legs of his team-mates. The one at the end of column receives it and races to head of column, passing up on the right. From the head of column he sends the ball through the line again and the next Scout brings it up and so on until all have run. When the leader comes again to the head of the column the race is over. Any suitable object at hand like a hat or rock may be substituted for the medicine ball. The ball might be passed overhead for variety. Or in returning the runner might zigzag between the others or run completely around each in turn to head of column.

Punch Ball or Slug Ball

Sides are chosen similar to base ball. The men are spread in the outfield in any position which the ball may happen to go when hit by the batter. The purpose of the game is for one of the men on the ins to take the ball in one hand and punch it as hard as he likes and then run to a certain mark (post or large stone) make a complete circle around it and get back to home plate without being hit by any one of the men in the field. If he should get back without being hit he scores a run, and the next man goes up and tries to do the same thing. The batter can take as long as he may please in going around, he may also do as much dodging as he likes and run any way he likes. If he fails, however, to make a complete circle around the post he is out. The men in the field are not allowed to walk with the ball or pass it back and forth between the same two men, it must be passed between at least three men before the same man can receive the ball to try to hit the runner. If the ball is caught the runner is out. Three outs and they change sides. Game plays nine innings. A soft ball, playground, or basket ball must be used.

Corner Ball

The field, about 40-feet square, is divided into two equal parts. Each part contains two bases, placed in the corners. Any number may play. Two players of each team are basemen and the others are guards. The bases are three feet square. The object of the game is to throw the ball from a guard to a baseman of his own team who occupies the base in the opposite end of the area. The game is played in halves of five or more minutes each. A point is made whenever a baseman catches a ball (a basket-ball) from one of the guards of his own teams. It must be a fair throw—that is, the ball must not touch the ground, wall, or ceiling before being caught by the baseman.

GAMES OF VIGOROUS ACTION**Pull-up**

Opponents sit on floor facing and with feet propped against each other. Both grasp a stick, object being to pull opponent off the floor.

Elbow Wrestling

Opponents place right elbows on a table and clasp hands. While holding elbow on table press back of opponent's hand to table.

Break Grip.

Two Scouts grasp staff overhead and pull it downward between them. The object of each being to make the stick turn in the hands of the other. This can be worked without the stick by clasping hands, fingers interlaced, making the opponent bend his wrist.

Take the Trench

One team lines up on a line twenty yards in front of another line. Another team tries to break through their line and cross the second line. At the end of three minutes all Scouts who have succeeded in breaking through to the last line count one point each for the attacking team. Then defending and attacking side change places and are given three minutes more. The side getting through the greatest number of Scouts in their three minutes, wins. Clothing must not be grasped in holding an opponent. Penalty one point

You're It

Teams in lines numbered off. The leader names the task, like running around the line to place again, or any more complicated task he might think of. Then he calls out a number. The players of that number in each team do the task and return to position, the first one winning one point for his team. It continues until one team has scored a previously agreed number of points. The interest of the game depends upon the ingenuity of the leader in setting the tasks.

Leap Frog Race

Teams in columns of files. At word "go," all stoop and the rear Scout jumps over all in turn, and then himself makes a "back" when he comes to head of line. So it continues until the leading Scout comes again to the head of the line when the race is finished.

Pull Him Over

Two parallel lines attempt to pull each other across a mark. The contest continues for a certain length of time, or until all of one side have been pulled across line. Hands are clasped across the line to start with. After that grab any opponent's hands you can reach, calling upon team mates for help.

Wet and Dry

Opposing teams line up facing each other about 6 feet apart. One side is "wet" the other "dry." The leader calls out either "wet" or "dry" whereupon the side named must run to safety behind their goal line 20 yards to the rear to keep from being tagged by members of the opposing side. The leader calls "enter" whereupon both sides come back to their original positions, those who were tagged in the previous rush changing sides and becoming team-mates of their former opponents. This continues until all of one side has been caught.

Over and Under

A game to be played with Scout staffs.

Divide the troop into two teams and place the Scouts at a distance of ten feet apart in a line, one behind the other.

The Captain of each team and the first Scout of each line grasp the end of a staff and at the command or whistle start down the line. The first Scout must jump over the staff and the second Scout go under, the third Scout over and so on until the end of the line is reached.

When the First Scout with the staff has reached the end of the line, the Captain of each team remains there while Scout number one runs back to the front and Scout number two grasps the other end of the staff and they go down the line as before, causing the first Scout to go over and the second Scout to go under the staff. At the end of the line Scout number one takes his place and Scout number two returns to the front to come back with Scout number three. This is repeated until the Captain is at the head of the line. This decides the winner.

Much merriment is caused by the fellow trying to go over the staff when he should go under. The two lines must gradually move up so that the first Scout in the line takes the place vacated by the one at the end of the staff, but all must be careful not to shorten the distance between the Scouts.

(O. E. Loomis)

Black Sheep

One Scout stands between two lines twenty yards apart. All others line up behind one line and attempt to cross to other line without being tagged when the center calls out "Black Sheep." All those tagged stay and help catch the others on the succeeding rushes. This continues until all are caught; the first caught being the black sheep for next time.

Mount Tag

A limited playing area. To escape being tagged by "it" a Scout jumps upon the back of another which makes them both safe.

Cross Tag

Limited playing area. "It" must continue chasing the same Scout until he catches him or another Scout crosses between them, in which case "it" must catch the third Scout.

Ankle Tag

To escape being tagged one must grasp another Scout by the ankle. The Scout whose ankle is grasped, however, is liable to be tagged unless he has hold of someone's else ankle. The playing area must be small enough to make the game feasible.

Hip Tag

Some player throws a stick about a foot long and calls upon some other player who becomes "hip." "Hip" must recover the stick and capture others playing by tagging them with it. Those tagged help him catch the rest by holding them until he can tag them with his stick.

Chain Tag

The first man tagged joins hands with the man who is "it," and later as each man is tagged he is added to the chain. The playing area must be limited so all can be caught finally.

Shooting Gallery

The teams face each other. One team about faces and may or may not bend over, as agreed upon. The other team tries to hit one of them in the back with a soft ball thrown underhand. Scouts who get hit or who miss their throw are out. After each throw both teams about face and the other team throws the ball, the Scouts throwing in turn, the teams alternating. The object is to eliminate all the Scouts in the opposing team.

(G. S. Ripley)

Take the Mat

Two opposing teams line up equally distant from a mat or space marked off on the ground about 25 square feet. At the leader's signal they rush for the mat and try to place as many men thereon as possible. At the end of one minute a whistle is blown and the team having the most men on the mat wins. Opponents can be pulled, pushed or thrown, but clothing must not be grasped.

GAMES FOR FUN**Swat 'Em**

This is an active masculine adaptation of the elementary principles in the childhood game of "Drop the Handkerchief." There is the same circle formation, each Scout facing the center of the circle with his hands held cup-shape behind him. The person who is "It" carries a large triangular bandage knotted into an effective clout. This he leaves in the hands of some one of the players in the circle, who from that moment on has the privilege of swatting the boy at his right on the back, below the neck, as long as that boy is on the journey around the circle and back to his own place in the circle again. When this chase is completed the new holder of the swatter circles mysteriously about the ring leaving the swatter in the hands of another boy, and taking a place in the circle again.

The Hunter

The Scouts each named after some animal are seated in chairs in a circle. The hunter in center relates a tale mentioning the different animals whereupon each as mentioned comes and sits on the floor at the hunter's feet. When all are out of the chairs, the hunter cries: "Go to your dens!" and all scramble for seats. The one left out becomes the hunter.

Pole Fight

Two contestants sit facing each other astride a pole and fight with pillows or any convenient swatter with which one may be knocked off the pole.

"Fire"

Two parallel chalk lines are drawn about 20 yards apart, the two teams forming on these lines facing each other. The idea is to throw a tennis ball, indoor base ball or basket ball at the opponents. If a Scout is hit he is out of the game. If he catches the ball, however, the thrower is out. The Scouts

throw in turn, each team alternating, beginning with the tallest Scout of each team, who is the captain of that team. It is the duty of this captain to shout "Fire!" This is the signal for his team to dodge as far back of the line they wish, and for the other team to throw the ball. After each throw the team that has been dodging reforms on the line. No one may throw or dodge before the captain shouts "Fire!" The best distance varies greatly with the sort of ball used.— (G. S. Ripley.)

Crab and Monkey Race

Each team in line. At word "go" first Scout of each team runs to line about thirty yards distance on all fours monkey fashion, returning running upright to touch off his next team mate and then takes his place at rear of column. This next team mate runs the course crab fashion (that is on all four face up). The third runs monkey fashion and so on they alternate until all have run. Several more ways of progression can be added to complicate it if desired.

Spud.

"Spud" is played ordinarily with an old indoor base ball somewhat soft from use. A basket ball or volley ball may be used. All gather around one of the players who drops the ball, at the same time giving one of the names or numbers. The person called immediately obtains possession of the ball and throws from where he stands at one of the players (who scatter). If he hits a player that man strives to hit another and so on until someone misses hitting. One miss counts one spud. The person who misses continues the game in the center. Three misses or spuds make the guilty party liable to punishment. He must stand back to twenty feet away while each of players take a shot at him.

Hog Tie

Two Scouts each with a short rope or belt attempt to tie together the feet of the other at same time keeping from being tied themselves.

Slap Jack

Scout No. 1 places open hands, palms down, on the upturned palms of No. 2. No. 2 by withdrawing either hand quickly tries to slap the back of either of No. 1's hands, or both. The game continues thus as long as No. 2 is successful. When he misses he must go on top and No. 1 has his chance.

Slip the Noose

Two Scouts facing with left hands tied together with one handkerchief and right hands tied together with another (square knot being used), endeavor to free a hand. The first to hold a hand straight overhead wins. Variation tying left to opponent's right hand.

Japanese Tag

The player tagged must place his hand on the place he was tagged holding it there until relieved from being "it" by tagging another.

Frog Fight

With hands clasped around knees while in squatting position two Scouts try to upset each other.

Walking Statues

Two teams starting from opposite ends of a room, or field, advance on a leader who stands in the center. A team can only advance while the leader is facing the opposite way and counting. He stops counting suddenly and turns around whereupon everyone must be motionless. If he detects the least movement, the guilty party is sent back to the starting line. This continues until some player reaches the center, thus winning for his team. The players soon find that they must advance very cautiously to be able to stop instantly in any position when the leader turns.

Blindman's Buff

Many variations can be made of this old game. The one who is "it" can call halt and attempt to

identify anyone he finds by feeling them. If identified they become "it." Or he might be given a rolled paper for a swatter. Anyone being hit becoming "it."

Are You Ready, Brother?

Two Scouts, blindfolded, both holding the same book with left hand, and each having a newspaper swatter in the right hand, take turns in swatting each other. The first asks: "Are you ready, brother?" and upon the answer "Yes" from the other, takes a swing at where he heard the sound. The second Scout is free to move in any direction after he has answered provided he retains hold on the book. Hit or missed, the second Scout then has his turn. He wins who hits other most out of certain number of swings.

Hot Hand

"It" goes down, and two or three Scouts stand behind him. One of these slaps him and if "it" guesses which one it was he must go down in "its" place. All the Scouts thus take their turns, but not in any regular order. But no more than three must be within reach of "it" when he is slapped.

Wheelbarrow Race

The "wheelbarrow" holds body stiff, walking on hands while his ankles are held by another who "wheels" him forward. This can be used as a race between individual teams or as a relay race. One Scout "wheels" another to a line about twenty yards distance and is wheeled back to starting point by the "barrow." Care must be taken that the course contains nothing that would cut the hands of the "barrow."

Follow the Leader

A bold, active boy should be selected as leader, and all the other players must arrange themselves in a line behind him. He commences the game by jumping, running, hopping or getting over any

obstacle that may present itself, and then continues his course, scrambling over everything and varying his actions as much as possible; all his followers must, according to the rules of the game, do exactly as he does. If any one fails to perform the tasks he must take his place behind all the rest until some other player makes a blunder and in his turn goes last.

Chase the Tail

A chain is made by each Scout locking arms around the one in front of him. At word "go" the head of the chain tries to catch the tail. Those ahead of middle help the head. Those behind help the tail.

Indoor Polo

A miniature game of polo can be played indoors by using spoons or small paddles for mallets and a peanut for the ball. Otherwise adhere to the general rules of polo.

Cock Fights

On one leg, holding up other foot behind with opposite hand. Object to make opponent put foot down or fall. This can be used as individual contest or with team against team.

One-Legged Race

Scouts holding up one foot behind them with opposite hand, race to certain mark thirty or forty yards distant. Can also be used as relay.

Obstacle Races

Obstacles of all kinds to be jumped, climbed, crawled under, etc. Care must be taken that the obstacles for each team are equal.

Note: Among others Dr. E. K. Fretwell, Prof. C. F. Smith, and Dr. J. I. Williams of Columbia University, Dr. G. J. Fisher, Exec. E. I. Ripley, and Exec. Geo. W. Ehler, gave valuable suggestions, advice or material in the preparation of pages 309 to 359



A DETROIT (MICH.) RALLY DRILL

CHAPTER XV

DRILL

Drill has a triple value to the Scout troop. It tends to improve the physique and the mental alertness of the individual boy. It affords a method for handling large groups easily and quickly. It develops troop morale.

The recent war has conclusively demonstrated the value of military drill as physical and mental training for men. For the Scout, a moderate amount of drill will improve his carriage, develop muscular control and coordination, keep him attentive and snappy, and give him a sense of being part of a large unit.

The necessity for mobility and uniformity of large groups of Scouts requires the use of drill. Obviously the drill that is already best known and available to all as a standard is that of the U. S. Army. Hence Scout drill is based on the Infantry Drill Regulations of the U. S. Army.

The third function of drill is the building of troop spirit. Like singing, marching in an orderly group with a cadenced step ministers to the sense of unity. It makes each Scout feel that he is a part of a larger and living entity.

Single Rank Drill

The standard Scout drill for rallies, parades and the hike is, like infantry drill, based on the double rank and the squad of eight. For a detailed presentation of this, consult the "Manual of Customs and Drills," Boy Scouts of America, or the "Infantry Drill Regulations," U. S. Army.

The necessary formations of a troop on hike and in meeting are perhaps best done in single rank. The commands represented in the accompanying diagrams are all that are absolutely necessary to the average Scout troop.

EVERY SCOUT SHOULD KNOW

ATTENTION



FORWARD
MARCH



AT EASE

*One foot in
place. No
talking.*



DOUBLE
TIME
MARCH



REST

*One foot in
place
Talking permitted*



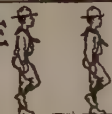
QUICK TIME MARCH

*Same as 'Forward March.'
Command used after
'Double Time'*

PARADE REST



MARK TIME
MARCH



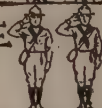
EYES RIGHT



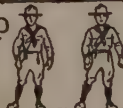
HALF STEP
MARCH.



HAND SALUTE



RIGHT STEP
MARCH



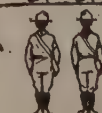
RIGHT FACE



BACKWARD
MARCH



ABOUT FACE



HALT



FALL OUT

*Must remain
in vicinity*



EVERY TROOP SHOULD KNOW

FALL
IN



COUNT
OFF
(By Fours)



RIGHT
DRESS



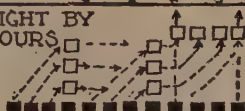
GUIDE
RIGHT



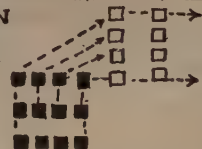
FOURS RIGHT MARCH



RIGHT BY
FOURS



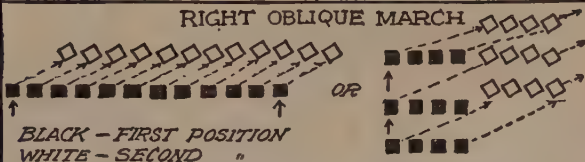
COLUMN
RIGHT
MARCH



COLUMN
HALF
RIGHT
MARCH



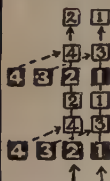
RIGHT OBLIQUE MARCH



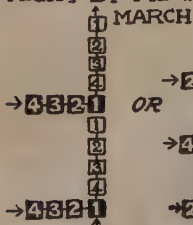
BY THE RIGHT FLANK MARCH



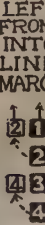
RIGHT BY
TWO'S MARCH



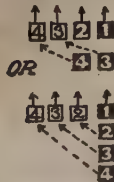
RIGHT BY FILE.
MARCH



TWO'S
LEFT
FRONT
INTO
LINE
MARCH



FOURS LEFT
FRONT INTO
LINE MARCH



DOUBLE RANK DRILL

FALL IN BY PATROLS

□ S.M.

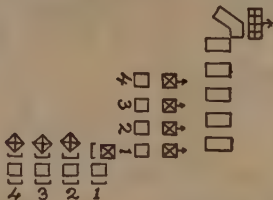
□ A.S.M.

S.P.L.

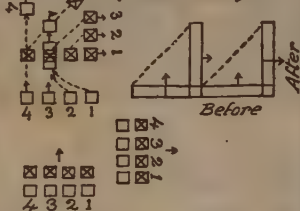
P.L. → □
 A.P.L. → □

PATROL MOVEMENTS

COLUMN RIGHT MARCH
(Moving Pivot)

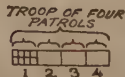
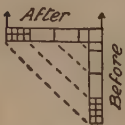


PATROL RIGHT MARCH
(Fixed Pivot)

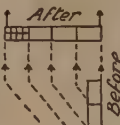


TROOP MOVEMENTS

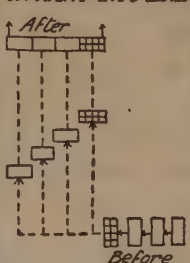
TROOP RIGHT MARCH



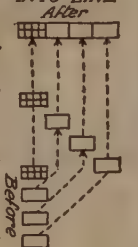
RIGHT TURN MARCH



ON RIGHT INTO LINE

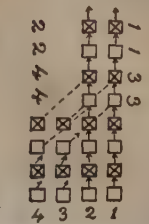


RIGHT FRONT INTO LINE



COLUMN MOVEMENTS

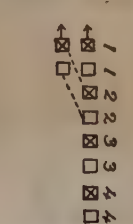
RIGHT BY TWOS MARCH



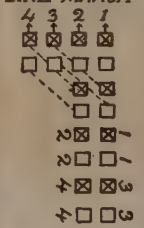
RIGHT BY FILE MARCH

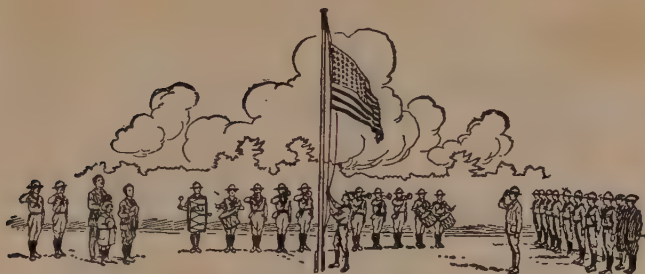


TWOS LEFT FRONT INTO LINE



PATROLS LEFT FRONT INTO LINE MARCH





SALUTE TO THE FLAG

(At "Retreat," playing of National Anthem, and other Ceremonies)

Scouts not in ranks

In Uniform:—Come to attention and salute.

Not in Uniform:—Hold hat in right hand over heart and stand at attention.

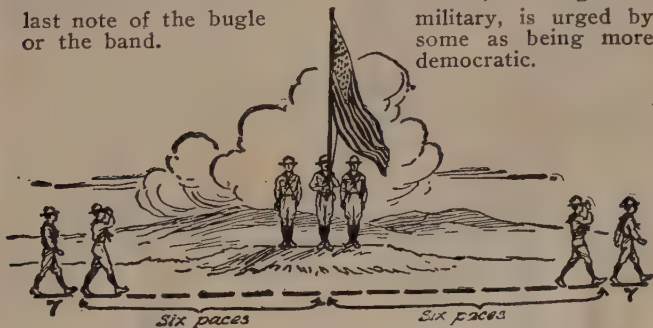
In either case, position is held from the first to the last note of the bugle or the band.

Scouts in ranks

In Uniform or not:—Stand at attention while Scoutmaster salutes.

OR

All salute at command by Scoutmaster. (This latter method, although not military, is urged by some as being more democratic.



When passing The Flag the Scout comes to salute six paces before reaching The Flag and holds it until six paces past. When The Flag is passing in parade, the Scout (if in uniform) comes to salute while The Flag is passing. If not in uniform, he uncovers and stands at attention. If he is without his hat, he holds his hand over his breast.

SCOUT UNIFORMS

METAL HAT BADGE
All grades of adult
leaders

NECKTIE
Four-in-hand uniform
with troop or council

metal B.S.A.
on collar

**EMBROIDERED
BADGES**

LIFE
STAR
MERIT
VETERAN
As for boys

BOY SCOUTS OF AMERICA

Over Right Pocket on
all boys' uniforms

METAL HAT BADGE
Hat worn straight
No pirate hat band

**PATROL
COLORS**
Sew to
seam

NUMERALS

RED FELT
2" below
seam

**PENCIL
POCKET**

**MERIT
BADGES**
and
Embroidered
Life & Star
Badges

Embroidered
Eagle

PL., or
A.P.L.
Bars
4" below
seam

**HAT
SHIRT
NECKERCHIEF
BELT**

**BREECHES
(OR SHORTS)
STOCKINGS
(OR LEGGINGS)
TAN SHOES**

SERVICE STARS
Gold for each year
Larger Star for 5 years
Worn over left breast pocket.

**B.S.A. and
NUMERAL**
Metal only
S.M., A.S.M., and
Troop Committeemen
wear B.S.A. on right
Numeral on left of collar
Other than troop
officers wear B.S.A.
on both sides

METAL

**LIFE SAVING,
LIFE, STAR
and EAGLE**
(Embroidered LIFE & STAR
worn on right sleeve)

BADGE, Silk embroidered
4" from shoulder seam
to point of fleur-de-lis

**METAL HAT
BADGES**

Sen. Pl. Leader
First class
Second class
or Tenderfoot

PATROL COLORS

BOY SCOUTS OF AMERICA

**MERIT
BADGES**

METAL ONLY

HONOR MEDAL
At right of
EAGLE, STAR, OR
LIFE. Only the
highest achieved
to be worn. Centered
above pocket flap

NUMERAL
Only felt
worn on coat
2" below
seam

S.P.L., PL.,
or A.P.L.
Green Bars
4" below
shoulder
seam

BADGE, Silk, em'd
1st, 2nd, or
Tenderfoot
lowest point
3" above cuff
edge

**STOCKINGS
(OR LEGGINGS)
TAN SHOES**

**VETERAN
BADGE**
Centered 1 1/2" above
cuff edge

(After January 1, 1926,
a five pointed star of
silver color of the same
size on a red ground will
be used for five years'
service.)

(It is optional whether
the Scout or Official wear
embroidered or metal
badges, but he does not
wear both.)

CHAPTER XVI

THE SCOUT UNIFORM

One of the important and distinctive features of Scouting is the use of the uniform. It symbolizes the unity and brotherhood of scouting. It dignifies the individual Scout. Under proper conditions it is a very important element in developing the morale and esprit de corps of the troop and in stimulating the Scout to constant high endeavor.

Significance of the Boy Scout Uniform

The Boy Scout uniform is the outward expression of the Scout's inward feeling of friendliness to every other Scout, irrespective of his social status. It is emblematic of the spirit of true democracy. It definitely identifies the boy as a member of the great brotherhood of boys following the Scout program in his own country, as well as in practically all of the civilized nations of the world.

The uniform intensifies good comradeship, encourages loyalty to the group, and stimulates a feeling of self-respect as a resultant of the smart appearance of the uniformed group.

A Scout in uniform is a representative of over 500,000 Scouts. To the general public, he should be a personification of discipline, alertness and neatness, lest he bring discredit upon the organization which he represents.

The Uniform Should Be Worn

1. At official (a) troop meetings and socials; (b) hikes, camps, educational trips; (c) rallies, demonstrations and similar events; (d) church, synagogue, or chapel services where Scouts attend as a body.

2. When taking formal tests given by the Scoutmaster. (a) When taking tests for advancement in Scout rank before an examining board; (b) when appearing before a court of honor for examination or awards.

3. When ordered upon official duties, in such capacities as civic guides or messengers, flag raising exercises, Scout headquarters' orderlies, first aid workers, etc.

4. It is permissible for the uniform to be worn to school, to church, and on similar occasions.

When Not Worn

The Scout should never wear the uniform when engaged as an individual in any occupation not approved for him as a Scout. For example, the uniform should not be worn in lieu of overalls as a work uniform, nor when hunting or drilling with a gun. An individual endeavor may be entirely legitimate, and so conditioned that it is even to be commended, and yet be of the general nature disapproved by the Boy Scouts of America as an official activity. It is the duty of the Scout, when participating in such an endeavor, to wear civilian clothes, and thus avoid causing misunderstanding as to the aims and methods of Boy Scout training.

BY-LAWS OF THE BOY SCOUTS OF AMERICA

Article IX, Section 4

"The boy scout uniform is intended primarily for use in connection with the activities of the Boy Scout Movement, but its use may be authorized by local scout officials under conditions and for purposes not inconsistent with the principles of Scouting and the boy scout program; provided, however,

the uniform shall not be used: 1 — When soliciting funds or engaging in any selling campaign; 2 — When engaging in distinctive political endeavor; 3 — When appearing upon the stage professionally without specific authority from the Executive Board."

While it is true that most Scouts are eager for the uniform, it must be remembered that neither the uniform nor any other special equipment is necessary to the successful carrying out of the Boy Scout program.

Who May Wear the Uniform

While the National Council has not imposed the wearing of the official uniform as a necessary condition of Scouting, it has fixed certain definite requirements upon the Scout who would wear the uniform.

CONSTITUTION OF THE BOY SCOUTS OF AMERICA

Article XIV

"The badges and other official insignia and the uniform of the Boy Scouts of America shall be made available, and used only by registered scouts or officials who have satisfactorily complied with the requirements prescribed by the National Council."

Under this rule the following may wear the uniform:

1. Any Boy Scout 12 years of age or over, or any Sea Scout 15 years of age or over, who is regularly enrolled with the National Council, provided he is in good standing in the troop of which he is a member.

2. All Associate Scouts, Pioneer Scouts, Veteran Scouts, and all Boys Scouts who have been granted a Certificate of Service, provided they are in good standing with the local Scout authorities in their respective communities.

This does not apply to Associate members of the National Council.

BY-LAWS OF THE BOY SCOUTS OF AMERICA**Article IX****Section 2**

"The sale and use of the scout uniform shall be restricted to scouts and scout officials who are registered and in good standing according to the records at the National Council. It shall be the responsibility of all members of the Boy Scouts of America, and especially of all commissioned officers and chartered councils, to co-operate with the National Council in preventing the use of the official boy scout uniform by those who are not members of the organization in good standing.

Section 3

"The uniform shall be issued only through the Supply Department of the Boy Scouts of America or through agents recommended and approved by duly chartered local councils of the Boy Scouts of America, or the Executive Board."

Protected by Act of Congress

Congress has by Act approved June 15, 1916, given to the Boy Scouts of America complete control over the use of uniform, name, badges, and other insignia of the organization; and by Act approved June 3, 1916, a law prohibiting the wearing of uniforms similar to those of the Army and Navy, has made an exception in favor of the Boy Scouts of America. The illegality of the use of the uniform by others than registered members of the Scout Movement is thus clearly established.

There are three points of special emphasis which arise from the consideration of these laws:

First: The National Council desires that all boys, whether or not they are actually registered Scouts, should follow out the Scout Oath and Law and engage in the activities of the Scout Movement, provided they do this with the right spirit. This is an expression of good will to universal boyhood. But this good will does not carry with it the privilege of wearing the Scout uniform and insignia, or using the Boy Scout name. These privileges are strictly reserved for those persons who have con-

scientifically and formally applied themselves to the Scout Program, conforming to the full requirements for their recognition as Boy Scouts of America.

Second: In the case of boys who have been Scouts, and whose registration, for one cause or another, has lapsed, the National Council desires to show the utmost consideration, while strictly enforcing the provision prohibiting their continued use of the Boy Scout uniform.

In case a boy ceases to be a Scout as indicated above, and has a uniform, it is suggested that the local council purchase the same at an appraised value, or in communities where the uniforms are the property of the troop committee or local council the same should be collected at once.

Third: All engaged in Scouting appreciate the concession made by the legislation which, while protecting the United States Army and Navy uniforms, continues to give to the Boy Scouts of America the privilege of using the official uniform of its organization. The test of the sincerity of that appreciation rests upon the scrupulous exactitude with which we avoid all imitation of the United States Army and Navy uniforms. In the past there have been some lapses in this matter among Scout officials, who have, in rare instances, worn the official army hat, the officers' coat, or other parts of the prescribed uniforms of the United States Army or Navy.

For the Seascout uniform see pages 450 to 452.

The Official Uniform

BY-LAWS OF THE BOY SCOUTS OF AMERICA

Article IX, Section 1

"The Boy Scout uniform as specifically authorized by an act of Congress, approved June 3, 1916, and protected by the provisions of the federal charter, June 15, 1916, consists of the following: Hat, olive drab, flat brim; shirt, khaki, coat style, bellows pockets; coat, khaki, four bellows pockets, standing collar, metal buttons with scout emblem; shorts, or breeches, standard khaki material; belt, olive drab

web; haversack, worn as a knapsack; shoulder knots, 5½ inches, worn in colors of patrol on right shoulder; leggings or stockings, to match uniform.

"The uniform of the official is similar to that for boys except that the Norfolk jackets, long trousers and leather puttees may be worn by officers above the rank of patrol leader when desired, and the uniform may be of wool instead of khaki.

"Imitation of the U. S. Army, Navy or Marine Corps uniform is prohibited, in accordance with the provisions of act of Congress, approved June 3, 1916."

No badges, insignia or decorations may be worn on the uniform except those described in the official handbooks or especially authorized by the National Council.

New Standard Uniform

The new uniform for Scouts and Scout Leaders has now been worked out in every detail and became operative as the only official and authorized Scout outfit on January 1, 1922.

It is confidently believed that this outfit is not only the best and most practical one possible for Scouts, but is also the cheapest costume a Scout can wear, notwithstanding the high quality of the materials used.

The Scout Neckerchief

The Scout's neckerchief is a heritage from the old Scouts, for it is worn by pioneer and plainsman. Its bright colors make it a distinctive feature of the uniform, and it is a valuable piece of Scout equipment. Fifty of its uses are listed in the Handbook for Boys, and there are many others. Neckerchiefs should be tied in the official way, described in the Handbook and the Diary. They are worn with the shirt only. When the coat is worn, the four-in-hand tie is used.

How to Wear the Uniform

The proper wearing of the uniform enhances the Scout's respect for himself and for his organization. To effect this, two elements are necessary (a) the uniform of the individual must be neat, clean, and properly worn; (b) the troop, and, so far as possible, the various troops of a community, should wear a standard uniform. To this latter end many local councils have adopted local uniform regulations. Where this has been done, the local regulations will be followed.

Every troop that has not already done so should adopt a standard uniform, following local regulations, if there be any, and should insist that all Scouts and Scout Officials attend all Scout functions in the prescribed uniform.

The uniform should be kept completely fastened up — all buttons buttoned, including the pockets, and the hook on the collar of coat, when the coat is worn. The hat should be worn with the brim level — hat high in back of the head, and well down on the forehead, in front, and not cocked over one eye. The belt, when the coat is worn, is worn under the coat.

Sweaters, when worn, must be worn **under** the shirt. Gauntlets, overseas caps, hat cords, spiral puttees (except for commissioned officers), and other unofficial uniform parts are forbidden.



THERE ARE LIMITATIONS TO WHAT A UNIFORM WILL STAND

Care of the Uniform

The uniform should be kept clean at all times, being washed, as frequently as necessary, following the instructions issued by the Supply Department, Boy Scouts of America. It is always preferable to have the uniform somewhat faded, if necessary, rather than to have it dirty. Small rips, loose buttons, etc., should be attended to at once so that the uniform is always in good condition. Shoes should be polished.

In order to keep the uniforms in good condition, the following precautions should be observed:

1. Scouts should be careful of their clothing at all times. Remember that every article of clothing represents a certain amount of money — and “A Scout is Thrifty.” Never leave clothing lying about, even for a moment.

2. You will receive greater satisfaction when wearing your uniform, as well as getting much more wear out of it, by keeping it clean and repaired. Spots should always be removed as soon as possible. Turpentine will take out paint. Grease spots can be removed by placing a piece of brown paper, newspaper or other absorbent paper over the stain, and pressing with a hot iron. Clothes, bags and knapsacks when scrubbed perfectly clean should be well rinsed in order to wash out all soap.

3. Shoes and leather straps should be dried slowly, brushed clean and wiped with neatsfoot oil or tallow. They may be sponged with a lather of castile soap and warm water. In no case should leather be dipped into water. Quick drying spoils leather. Leather requires oil, to preserve its pliability, and if not supplied will become brittle, crack and break easily under strain. In polishing shoes using an oil paste tends to keep them pliable.

4. Acid burns leather as it would the skin, and polish containing varnish forms a false skin which soon peels off, spoiling the appearance of the shoes and causing the leather to crack. Keep the heels in good condition. If the heel is allowed to run down at the side it is bad for the shoes and worse for the foot; it also weakens the ankle and puts an uneven strain upon the shoes.

The official uniform is guaranteed by the manufacturers as well as by National Headquarters. All guaranteed garments have the official seal of the Boy Scouts of America, and cases of unsatisfactory service should be reported.

How to Wash the Uniform

When being washed the uniform must be treated in accordance with the following instructions:

The cloth should be washed in luke warm water with a soap similar to Ivory or any other which does not contain much alkaline matter. Lay the garment on a board, scrub thoroughly with a coarse brush. Do not under any circumstances rub the soap directly on the khaki, as this is injurious. Rinse first in warm water and then in cold water, to which at least 2 cups of coffee grounds have been added, which will help to maintain the original appearance of khaki cloth.

Garments should be wrung out with the hand and rough dried.

Iron by using a piece of ordinary white drill as an ironing cloth to cover the garment.

When rinsing it is not advisable to leave the garment an excessive time in water.

Remember

1. Not to use strong alkaline soaps.
2. Not to use so-called Quick Dirt Removers.
3. Not to let water come to an excessive heat.

Experience shows that shrinking and fading is usually due to the improper methods of washing.



The Scout Camp

THE FEET OF THE YOUNG MEN

Now the Four-way Lodge is opened, now the Hunt-
ing Winds are loose —

Now the Smokes of Spring go up to clear the
brain; .

Now the Young Men's hearts are troubled for the
whisper of the Trues,

Now the Red Gods make their medicine again.

* * * * *

Who hath smelt wood-smoke at twilight? Who
hath heard the birch-log burning?

Who is quick to read the noises of the night?

Let him follow with the others, for the Young Men's
feet are turning

To the camps of proved desire and known delight!
— Kipling.

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"Nature never did betray
The heart that loved her; 'tis her privilege,
Through all the years of this our life, to lead
From joy to joy; for she can so inform
The mind that is within us, so impress
With quietness and beauty, and so feed
With lofty thoughts, that neither evil tongues,
Rash judgments, nor the sneers of selfish men

* * * * *

Shall e'er prevail against us, or disturb
Our cheerful faith that all which we behold
Is full of blessings."

WILLIAM WORDSWORTH.

CHAPTER XVII

THE BOY SCOUT CAMP

Every Scoutmaster will realize before he has been in charge of a group of Scouts for any length of time that the prime interest of the boys themselves is the outdoor program and the opportunities offered for camping, hiking, and travel. Much of the appeal which attracts boys to the Movement, is in the adventure involved in these activities. It is observed that many a Scoutmaster has chosen his position of leadership with a troop of boys in preference to some other form of club work on account of the opportunities to be in the open air and to reproduce with the boys of the community the experiences most dear to his own boyhood or those which as a boy he craved and no one cared to provide.

The nation-wide movement toward outdoor recreation, and camping in particular, in America has grown up since the advent of Scouting as a national organization for boys. Scouting has had and will continue to have a large part in the development of methods of utilizing this movement in a way which will be most beneficial to boys in developing true



LIKE THE PIONEERS OF HISTORY

American principles and placing about boys in all kinds of camps the safeguards which at the same time allow boys maximum freedom without the unnecessary hazards which are so often present.

The camping program has been considered so important by the National Council that the constitution places upon each troop committee and Local Council the responsibility of providing facilities and leadership for at least one week in summer training camp. A regulation of the National Council also requires that minimum standards shall be established for Scout camps to guarantee the quality and efficiency of camps conducted in the name of the Boy Scouts of America.

The Scout program of advancement from tenderfoot to first class requires twenty-five specific tests. Eighteen of these subjects can best be taught in the out of doors. They have to do with camping and outdoor craft. Of the sixty merit badge subjects offered in the Boy Scout Handbook, thirty-seven require training in the out of doors or knowledge of actual camping and woodcraft for their accomplishment. It is therefore highly important that every Scoutmaster develop for his own troop a camping program which will stand the critical test of the boys own demands and expectations.

Types of Camps to be Considered

"Roughing it," in the sense it was once applied to camping for boys is not considered by Scouts as good camping. The good Scout camper learns to make his own way in the midst of pioneer surroundings to be sure, but he prides himself on being prepared to meet each emergency and to live comfortably in the open in all kinds of weather. His interest in preparation for and practice of camping is greatly stimulated by the prospect of applying his camp knowledge to some real human problem. With this in view various types of camps are listed as an aid to Scoutmasters in choosing the type which will fit into the local conditions of the neighborhood from which the Scouts are recruited.

1. The all day camp, with no sleeping out experience.
2. The overnight camp. May include two full days and one night.
3. The week end camp. Usually begins after school on Fridays.
4. Summer training camps of one full week or more.
5. Winter camp (the same) at Christmas or Easter vacation.
6. Gypsy trips.
7. Automobile tours.
8. Canoe and boat camps.
9. Trek cart and bicycle trips.
10. Industrial camps, including fruit harvesting, farming, forest fire patrolling, etc.
11. Public service and Scout exhibition camps at county fairs, state fairs and other public gatherings.
12. Refugee camps for Scout duty in case of fire, flood, explosion or epidemic.
13. Rally camps of several troops met for competition and comradeship.

Camping Objectives

Much confusion and disappointment is caused by failure of the Scoutmaster or camp director to determine clearly before going into camp just what is to be accomplished, — which are main and which are subordinate objectives. The benefits to be derived from camp are many. The following check list includes those most common to Scout camps. With a few additions, this will doubtless be of service to every local Scoutmaster in laying his plans and checking up the real accomplishment of his local camp work.

1. Troop discipline or morale.
2. Instruction in campcraft and nature study.
3. Advancement of grades in Scouting.
4. Merit badge training and examinations.
5. Physical development and corrective exercises.
6. Thrift.
7. Self reliance — how to make own way in the open.
8. General health.
9. Swimming, life saving and watercraft training.
10. Discovery of individual strength and weakness.
11. New interest in school subjects.
12. Inspiration. Shaping the moral habits of boys.
13. Dramatic or musical training.
14. Opportunity for developing leadership.
15. Public service for the community surrounding the camp.

In determining the program of the camp or of the troop, the leader should take into account first: the needs of the boys, the benefits to be derived by the individual rather than the benefits to the organization. Anything that is harmful to the individual is not worthy of Scout sanction and must be avoided.

All camps for Scouts involve certain elements which must be taken into account by the leader in advance, namely:

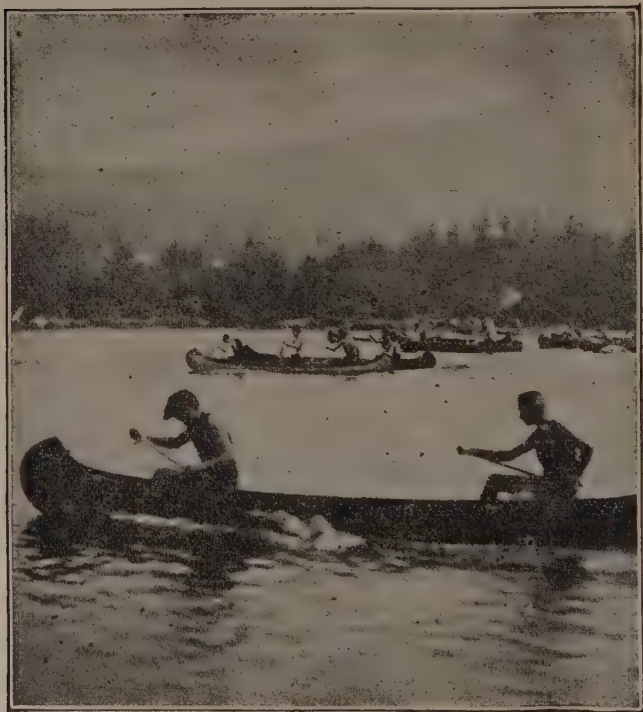


A CAMP IN THE WOODS

1. Who is to go.
2. Who is to be in charge as the responsible leader.
3. Where to go and how to get there — distance, accessibility, physical surroundings of the place.
4. What to take — equipment, provisions and supplies.
5. What to do when in camp. Daily routine and special features. Program and how accomplished.
6. Cost — who pays and how much.
7. When to go. Best dates for all concerned.

The Scout Camp should be all that the name implies, a camp for members of the Scout organization. Members of one troop or only certain patrols or members of the troop, sometimes two or more troops combine their interests in a larger camp. When this is done the combined unit must have a leader officially appointed and agreed to by the combined troop committees or, in the case of troops under first class councils, by the council camp committee.

In a lone troop camp the Scoutmaster is logically the officer in charge. In his absence the camp must be in charge of some man twenty-one years of age or over who is designated formally by the Scoutmaster and the troop committee as director in charge of the camp with authority to enforce the rules of the camp and carry out the program agreed upon.



DOWN THE RIVER

THE PIER—SYRACUSE (N. Y.) CAMP

The place selected will determine to a large degree the success of the camp. The ideal camp site is one with plenty of woodland for shade, wind-

break, nature study and fuel; a plot of level ground for assembly and games; ample supply of pure water for drinking and a body of water suitable for swimming, boating and fishing or skating and ice games in winter; absence of undesirable neighbors; and drainage which permits of proper sanitation. The camp should be far enough away from home to give the boy a feeling of adventure in being entirely dependent upon the resources of the camp. The distance from home may be from three to fifty miles, although in some cases it is necessary to go beyond this limit to find a suitable site. For short term outings the time and expense involved make it desirable that the camp be less than ten miles from home.

For traveling camps it is necessary of course to select both equipment and provisions which have the least bulk and weight, but in permanent camps where the site can be reached by truck or wagon this is not a matter of so much importance.

Scout campers usually prefer to sleep in tents, and to use a permanent house or shelter for dining hall and camp headquarters. The most practical tents for permanent camp from the standpoint of economy and discipline are of the size to accommodate either four or eight boys which allows the regular patrol organization to be used in working out the responsibility for boy leadership in each tent. Tent floors are not necessary but add greatly to the appearance and comfort of the camp where they can be supplied.

The number and size of cots, tents and blankets as well as personal equipment for permanent camp are referred to in the following table. For the one day camp the blankets and cots naturally will not be required, but for other camps the articles of equipment are virtually the same, selection being made to suit conditions of weather, transportation, location and financial resources of troop.

EQUIPMENT FOR THE SUMMER CAMP

MAKE SELECTION TO SUIT LOCAL NEEDS

ONE PATROL, 8 SCOUTS AND
SCOUTMASTERTWO PATROLS, SCOUTMASTER AND
ASSISTANT, 18 PERSONSFULL TROOP, 4 PATROLS, SCOUTMASTER,
ASSISTANT AND COOK, 35 PERSONS

TENTAGE

- *1 Sleeping tent, 12 x 14, 14 x 16, or 16 x 16 (or equiv.)
- *1 Kitchen tent, 8 x 10, or larger
- *1 Mess tent-fly, 14 x 20

TENTAGE

- *2 Sleeping tents, 12 x 14
- *1 Scoutmaster's tent, 7 x 9
- *1 Kitchen tent, 8 x 10, or larger
- *1 Mess tent-fly, 14 x 20

TENTAGE

- *4 Sleeping tents, 12 x 14
- *1 Scoutmaster's tent, 8 x 10
- *1 Kitchen tent, 10 x 12
- *1 Cook's tent, 7 x 9
- *1 Mess tent, 18 x 24
- *1 Hospital tent, 10 x 12

BEDS AND BLANKETS

- *9 Single canvas cots or 4 double-deck cots and 1 single or
- *9 Straw ticks, 2½ x 6
- *1 5-lb. wool blanket or equiv. and §1 waterproof ground cloth (§Owned by each Scout)

BEDS AND BLANKETS

- *18 Single cots or 8 double-deck cots
- *2 Single cots and 8 double-deck cots
- *18 Straw ticks
- *1 5-lb. wool blanket or equiv. and §1 waterproof ground cloth (§Owned by each Scout)

BEDS AND BLANKETS

- *35 Single or 16 double-deck cots and 3 singles
- *35 Straw ticks
- *1 5-lb. wool blanket or equiv. and §1 waterproof ground cloth (§Owned by each Scout)

STOVES AND KITCHEN EQUIP-
MENT

- 1 Dutch oven, cast iron, 10½ x 4½
- 2 Fire irons, flat, 24 x 1½ x ⅞, or
- *1 Sheet iron stove, small size
- *1 Dish pan, heavy tin, 16 x 5
- 2 Wash basins, 13¾"
- *2 Milk pans for mixing and serving, 10½"
- *2 Water pails, tin or galvanized, 10 x 12 qt.
- 3 Covered pails, nesting, 3 x 4 x 6 qt.
- 1 Garbage pail, galvanized, with cover, 10 gal.
- 1 Double cooker, enam., 3 qt.
- *1 Coffee pot, tin, 2 qt. (coffee or cocoa)

STOVES AND KITCHEN EQUIP-
MENT

- 1 Dutch oven, cast iron, 13 x 6
- 2 Fire irons, flat, 24 x 1½ x ⅞, or
- *1 Sheet iron stove, middle size
- *2 Dish pans, heavy tin, 16 x 5
- 3 Wash basins, 13¾"
- *3 Milk pans for mixing and serving, 10½"
- *2 Water pails, tin or galvanized, 10 x 12 qt.
- 3 Covered pails, nesting, 3 x 4 x 6 qt.
- 1 Garbage pail, galvanized, with cover, 10 gal.
- 1 Double cooker, enam., 4 qt.
- *1 Coffee pot, tin, 4 qt. (coffee or cocoa)

STOVES AND KITCHEN EQUIP-
MENT

- 2 Dutch ovens, cast iron, 13 x 6
- 4 Fire irons, flat, 24 x 1½ x ⅞, or
- *1 Sheet iron stove, large size
- *2 Dish pans, heavy tin, 16 x 5
- 5 Wash basins, 13¾"
- *4 Milk pans for mixing and serving, 10½"
- *3 Water pails, tin or galvanized, 20 gal.
- 4 Covered pails, nesting, 3 x 4 x 6 qt.
- 1 Garbage pail, galvanized, with cover, 20 gal.
- 1 Double cooker, enam., 8 qt.
- *2 Coffee pots, tin, 4 qt. (coffee or cocoa)

Note: Items starred are considered essential; others may add to the comfort or convenience of camp.

- 1 Graduated measure, tin, 1 qt.
- *2 Frying pans, steel, 10 $\frac{1}{8}$ "
- 1 Large cast iron pancake grid, 10"
- *2 Double wire-broilers, 8 x 10
- 1 Long-handled dipper, enam., 1 qt.
- *2 Pot covers, tin, 10 $\frac{1}{2}$ "
- *1 Large basting spoon
- 1 Skimmer, tin
- 1 Soup ladle, enam., 1 pt.
- 1 Cake turner, steel
- *1 Butcher knife, steel
- 1 Spring scale, 24-lb.
- 1 Pot cleaner, wire
- *1 Can opener and corkscrew
- *2 Salt shakers
- 2 Pepper shakers
- *2 Bread pans, small, 8" x 12"

TABLEWARE

- *12 Dinner plates, white enamel or tin, 8 $\frac{1}{2}$ "
- *10 Cups, tin, 1 pt.
- 10 Cereal bowls, white enamel or tin
- *10 Knives, white metal handles
- *10 Forks, 4 prongs, white metal
- *10 Teaspoons, white metal
- 2 Tablespoons
- *3 $\frac{1}{2}$ Yds. white table oilcloth 36" wide

SAFETY DEVICES

- *1 First aid kit
- 1 3" Ace Bandage
- 1 Bicycle or other means of rapid travel
- 1 Life preserver
- 1 Fire extinguisher
- 1 Boat
- 1 Snake-bite and Permanganate outfit

- 1 Graduated measure, tin, 1 qt.
- *2 Frying pans, steel, 10 $\frac{1}{8}$ "
- 1 Large cast iron pancake grid, 16"
- *2 Double wire-broilers, 8 x 10
- 1 Long-handled dipper, enam., 1 qt.
- *2 Pot covers, tin, 10 $\frac{1}{2}$ "
- *1 Large basting spoon
- 1 Skimmer, tin
- 1 Soup ladle, enam., 1 pt.
- 2 Cake turners, steel
- *1 Butcher knife, steel
- 1 Spring scale, 24-lb.
- 1 Pot cleaner, wire
- *1 Can opener and corkscrew
- *3 Salt shakers
- 2 Pepper shakers
- *2 Bread pans, small, 8" x 12"

TABLEWARE

- *22 Dinner plates, white enamel or tin, 8 $\frac{1}{2}$ "
- *20 Cups, tin, 1 pt.
- 22 Cereal bowls, white enamel or tin
- *20 Knives, white metal handles
- *20 Forks, 4 prongs, white metal
- 20 Teaspoons, white metal
- 3 Tablespoons
- *6 Yds. white table oilcloth, 36" wide

SAFETY DEVICES

- *1 First aid kit
- 1 3" Ace Bandage
- 2 Bicycles or other rapid means of travel
- 1 Life preserver
- 1 Fire extinguisher
- 2 Boats
- 1 Snake-bite and Permanganate outfit

- 1 Graduated measure, tin, 1 qt.
- *3 Frying pans, steel, 10 $\frac{1}{8}$ "
- 1 Large cast iron pancake grid, 16"
- *2 Double wire-broilers, 8 x 10
- 2 Long-handled dippers, enam., 1 qt.
- *2 Pot covers, tin, 10 $\frac{1}{2}$ "
- *2 Large basting spoons
- 1 Skimmer, tin
- 1 Soup ladle, enam., 1 pt.
- 2 Cake turners, steel
- *2 Butcher knives, steel
- 1 Spring scale, 24-lb.
- 1 Pot cleaner, wire
- *2 Can openers and corkscrew
- *4 Salt shakers
- 4 Pepper shakers
- *2 Bread pans, large, 12" x 16"

TABLEWARE

- *40 Dinner plates, white enamel or tin, 8 $\frac{1}{2}$ "
- *40 Cups, tin, 1 pt.
- 40 Cereal bowls, white enamel or tin
- *36 Knives, white metal handles
- *36 Forks, 4 prongs, white metal
- 40 Teaspoons, white metal
- *36 Dessert spoons, white metal
- 6 Tablespoons
- *10 Yds. white table oilcloth 36" wide

SAFETY DEVICES

- *1 First aid kit, large.
- 2 First aid kits, small
- 2 3" Ace Bandages
- 2 Bicycles or other rapid means of travel
- 1 Fire extinguisher
- 3 Boats
- 4 Life preservers
- 1 Snake-bite and Permanganate outfit

EQUIPMENT FOR THE SUMMER CAMP—Continued

TOOLS

- *1 Axe, large
- *1 Shovel
- 1 Rake
- 1 Saw

MISCELLANEOUS

- *1 Small whetstone, nails, assorted
- 1 Three-cornered file
- 100 Ft. of $\frac{3}{8}$ " rope
- *1 Lantern
- *1 Flag
- 1 Small spool of broom wire
- 5 Rolls toilet paper
- 100 Paper napkins
- *1 Bar scouring soap
- *1 Bar laundry soap
- 4 Yds. muslin for dish towels
- 1 Broom
- 1 Kerosene container

TOOLS

- *2 Axes, large
- *1 Shovel
- 1 Rake
- 1 Saw

MISCELLANEOUS

- *1 Small grindstone or emery wheel
- 1 Three-cornered file
- 150 Ft. of $\frac{3}{8}$ " rope
- *2 Lanterns
- *1 Flag
- 1 Small spool of broom wire
- 10 Rolls toilet paper
- 200 Paper napkins
- *2 Bars scouring soap
- *1 Bar laundry soap
- 6 Yds. muslin for dish towels
- 1 broom
- 1 Kerosene container

TOOLS

- *2 Axes, large
- *2 Shovels
- 2 Rakes
- 2 Saws

MISCELLANEOUS

- *1 Small grindstone or emery wheel
- 1 Three-cornered file
- 250 Ft. of $\frac{3}{8}$ " rope
- *4 Lanterns
- *1 Flag
- 1 Small spool of broom wire
- 20 Rolls of toilet paper
- 400 Paper napkins
- *3 Bars scouring soap
- *2 Bars laundry soap
- 8 Yds. muslin for dish towels
- 2 Brooms
- 2 Kerosene containers

LUMBER

- *1 Dining table—4 1" x 12" x 10' bds.
- 1 Cook table—1 1" x 12" x 12' boards
- 1 Case of shelves, use packing boxes

LUMBER

- *2 Dining tables—4 1" x 12" x 16' bds.
- *1 Cook table—1 1" x 12" x 12' boards
- 1 Case of shelves, use packing boxes

LUMBER

- *4 Dining tables—8 1" x 12" x 16' bds.
- *1 Cook table—2 1" x 12" x 12' boards
- *1 Case of shelves—3 1" x 10" x 12' bds.

A CHECK LIST OF PERSONAL EQUIPMENT

Compiled from Ten Boy Scout Summer Camp Reports

Required

Clothing:—Scout uniform, extra shirt, extra underwear, extra pair of stockings, extra shoes, shoe strings, old trousers, 6 handkerchiefs, pajamas, bathing suit, sweater or wool shirt, raincoat or poncho.

Toilet Articles:—Tooth brush, tooth paste, soap (floating), 2 towels, comb, mirror (small).

Bedding:—Blankets (5 pounds wool or equivalent), waterproof blanket, straw tick 2½' x 6'.

Dishes:—Knife, fork, spoon (all with metal handles), tin plate, tin cup (1 pint).

Packing box or pack sack.

Miscellaneous:—Note book and pencil, needle, thread, pins, safety pins, buttons, extra pair shoe strings, Bible or prayer book, Scout Handbook, pocket knife, canteen.

Not required

Additional:—Kodak and supplies, flashlight, baseball equipment, musical instruments, fishing tackle, compass, Scout diary, fountain pen, Scout axe, hike kit, watch, signal flags, sneakers.

A SAMPLE DAILY PROGRAM

A. M.

- 6:00 Reveille, flag salute, wake-up drill, morning wash up.
- 7:00 Breakfast, tent clean-up, air blankets.
- 8:00 Assembly, policing the grounds, sanitary and health inspection.
- 9:00 Instruction in Scoutcraft.
- 11:00 Swimming and life saving drill.
- 12:00 Dinner — tent inspection and pennant award.

P. M.

- 12:45 Quiet hour, letter writing.
- 2:00 Scout games, hikes, stalking, exploring trips.
- 4:00 Swimming and water sports.
- 6:00 Assembly, parade and evening colors.
- 6:20 Supper.
- 7:30 Camp fire, stories, stunts.
- 8:50 Tattoo — call to quarters.
- 9:00 Taps — all lights out.

Special features, such as stunt night, night hikes, exploring trips, wash day, field day, visitors' days, etc., which occur periodically but not daily should be definitely arranged for and scheduled in advance.

Camp Details

The work of the camp, both routine and special, can best be accomplished by definite and impartial assignment of duties to individuals or groups officially detailed to each task. Patrol leaders may each be asked to furnish one or more men for wood, water, mess, or guard detail, or as is often done a whole patrol may be held responsible for certain work to be done. Best results are usually obtained by asking for volunteers to do the most unpopular work instead of assigning drudgery as punishment, the theory being that all work is honorable and should be done cheerfully. No convict labor is permitted in Scout Camps.

What to do in Camp Programs may be so specific and so rigidly carried out as to decrease the efficiency of the camp. It is impossible to forecast the exact program best for each day in camp and therefore some leeway should be given. The value of thinking it through with your leaders in advance and agreeing that certain daily and other special activities are worth placing on the announced program is very great.

Each day's routine should provide for:

- (1) Some form of calisthenic setting up or marching drill.
- (2) Instruction in scoutcraft.
- (3) General camp routine (work).
- (4) Organized games selecting such as may increase knowledge of scoutcraft.
- (5) Swimming and water sports; or skating, fire drill, coasting, etc., in winter.
- (6) Patriotic ceremonies in respect to the flag.
- (7) Regular hours for meals.
- (8) Personal and tent inspection.
- (9) Regular and sufficient hours for rest and sleep.
- (10) Religious observance by individuals or group.



SCOUT CAMPS ON LAKE KANOHWAHKE (N. Y.)

How the Director Can Divide Camp Community Service in Ways that Help the Boys to pass Scout Tests

[illegible]

Cost

The troop usually earns its own hiking equipment consisting of shelter tents, cooking utensils, trek carts, etc. Each boy needs his personal mess kit, canteen, haversack, and blanket roll.

For a permanent camp large tents for sleeping quarters, mess and assembly may be rented from a reliable sporting goods house or where there is a First Class Scout Council may be furnished on memorandum by the Council Camp Committee. The institution with which the troop is affiliated is often willing to purchase tentage and camp equipment suitable for Scouts in order to have it available for use by other groups when Scouts are not in camp.

Boys usually pay fees sufficient to cover cost of food, including cost of cooking and transportation; the institution or local council bearing the expense of necessary camp equipment, camp site and supervision.

The temptation will be to attempt to keep fees too low and allow the Scoutmaster or camp director so narrow a margin as to necessitate giving the boys too little or too cheap a grade of food, or to be embarrassed by a deficit.

Hints which help reduce cost:

1. Estimate carefully your needs and buy in wholesale quantities using care not to over stock.
2. Buy bulk instead of package goods where practicable.
3. Select good quality of plain nourishing food avoiding fancy dishes and nicknacks.
4. Avoid excessive cost on transportation of food to camp.
5. Evaporated and fresh fruits and vegetables rather than canned.
6. Arrange for site where trip to and from camp is not too costly.

PROBLEMS OF THE BOYS CAMP

1. **Parents** are often not sufficiently interested or well enough informed to be willing to give their consent and encouragement to boys who might be enrolled in the camp. Visitation by the Scoutmaster and his assistant to the homes of boys or a well written letter followed up by visitation of patrol leaders or troop committeemen are means to a solution of this problem. Reports of previous camps and letters of testimony from parents of boys enrolled are convincing evidences.

2. **Camp funds** may be secured in various ways, but under no circumstances should the Scoutmaster or others connected with the troop permit it to put the boys of the troop on a charity basis by soliciting funds from the general public for money which the boys themselves ought to reasonably pay themselves from their own pockets. Members of troop committees and their friends connected with the institution may be easily induced to share the cost of permanent equipment, but as a rule boys should pay their own individual board and transportation.

3. **Cooks** are as necessary to a Scout camp as a mother is in making a home. This should not be



A SCOUT CAMP IN INTERSTATES PARK (N. Y.)

construed to mean that professional cooks or paid cooks are the only experts around the campfire. In fact many good restaurant and hotel cooks are of little value in a boys camp. Cooks with experience in construction camps, army camps, or other places where outdoor conditions and wood fire must be used, are the best. The person who handles food should present a certificate concerning his physical condition. If Scouts are to do their own cooking, or if a squad of older boys is assigned to this responsibility, there should be much careful training.

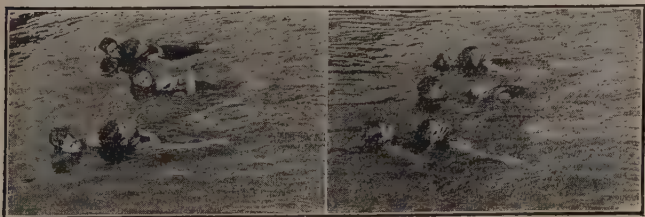
4. **Sanitation** is treated in the chapter on health and physical development in the Handbook for Boys. This is a very important subject and is worthy of further study by the Scoutmaster before actually entering camp. The Merit Badge Pamphlet on Camping as well as the one on Public Health should be consulted. Health is also part of the same general subject and it should be understood by the Scoutmaster that the most frequent ailments in camp are sunburn, tonsilitis and bowel troubles. All of these can be controlled and practically eliminated by proper regulation of clothing, use of drinking cups, supply of drinking water, and the selection of proper diet and exercise.

5. **Visitors** are more often a hindrance than a help in camp, although their presence may be vital to the success of your camp for another season owing to the effect that good impressions on the part of visitors may have on the home community. Arrange for visitors' day and announce that the camp is not open for inspection at other times in order to allow boys to carry out their regular program without interruption. It is especially disturbing to have women, even though they are mothers and sisters of the boys themselves, making frequent visits to the camp, or coming in at all, at other times than those scheduled for that purpose. This applies with few exceptions to the wives and families of Scoutmasters and instructors as well.

6. **Rules and regulations** have their place. In addition to the Scout Law as law of the camp, if the rights of all are to be respected and the camp made safe for boys there must be certain stated limits to the campers' freedom on certain occasions. Conduct in boats, absence from camp, regular hours for swimming or canoes, firearms and fire, must be regulated by stated rules about which there can be no misunderstanding and from which there will be no variation.

7. **Discipline** or punishment for misconduct cannot be always determined in advance as to character and extent. No favoritism should be shown but in each case the Scoutmaster must pursue the course that will produce the best effect in dealing with the individual. All work in the camp should be considered honorable and therefore should not be assigned as punishment. Depriving boys of swimming, hiking or game privileges, or perhaps removing the Scout insignia for a given time is often effective. The Scout's honor should always be considered and he should not be held up to ridicule.

8. **Swimming** is one of the principal attractions in the Scout summer camp. Scout swimming generally is distinguished from the ordinary speed swimming by its emphasis on swimming for utility in life saving and water emergency work.



LIFE SAVING DRILL

9. **Storage of food** in camp is a problem which is often overlooked, and may be the source of much loss and danger to the health of the camp. A little

ingenuity will often make it possible to have a suitable ice box and a safe, dry storage place for cereals, dried fruit, etc., with little additional cost. See the Merit Badge Pamphlet on Cooking and also the Army Cook's Manual, and Kepharts "Camp Cookery."

10. **Homesickness** is inevitable, and occurs occasionally even in the best camps, since it is usually caused by influences beyond the control of the camp leader. Many cases, however, can be prevented by recognizing the influences in camp which help the cause of homesickness. They are poor food, uncongenial tent mates, an uninteresting program, eating between meals, unwise references at campfire to "home and mother," sympathy for other Scouts, lack of personal encouragement or merited commendation from instructors and leaders.

11. **Rainy days** and other extreme conditions of weather are problems which should be met by a variation of the program, menu, and even arrangement of quarters if necessary. There should always be some surprise in reserve to offset the depression which is the effect of a spell of bad weather.

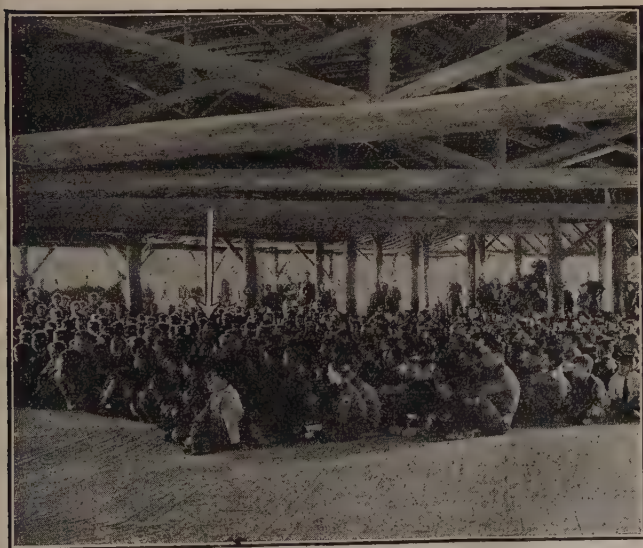
12. **Guns** are dangerous in a boys' camp even though not loaded. Few Scoutmasters are able to guarantee the necessary safeguards in camp against accident with guns in camp. No rifle practice and the announcement that guns are not permitted will go far towards guaranteeing the necessary confidence on the part of parents whose boys are to attend.

13. **Blanket tossing** and other forms of initiation which have a flavor of hazing or horseplay have no place in Scouting. Their presence is evidence of bad leadership.

14. **The grouch** either in person or as a permeating spirit of the camp must be suppressed. When the atmosphere is bad and all seem to be working at cross purposes, it may help clear the atmosphere to burn the grouch in effigy at the evening campfire or

to stage a solemn funeral ceremony for him in order that all campers may be cheerful.

15. Religious services. By no means should the troop be guilty of excusing itself from its religious duties on grounds that Scouting is a non-sectarian organization. The leaders should see to it that boys of all faiths have opportunity to observe their regular religious services in a way which does not offend them or their parents. In most Scout camps, formal grace is said at meals by the leaders even though it be a mixed troop. Silent grace may be observed in which each Scout is expected to say grace silently in his own way. Each boy should be provided the opportunity on Sunday to attend services conducted by recognized religious leaders whose right to instruct in matters of religion and custom will be respected by the religious authorities of the boy's own faith and by his parents.



CAMP RELIGIOUS SERVICE (CHIEF SCOUT EXECUTIVE AND SCOUTS)
NO PROBLEM OF ATTENTION HERE

Camp Fire

The camp fire has two aspects. From the prosaic practical viewpoint it is a necessary adjunct for the preparation of food and in cool weather for the indispensable comfortable warmth. Material on this subject is given in the Handbook for Boys.

The camp fire has another value. It is the heart of the camp. Around its warmth and rosy light the Scouts gather in the darkness to sing songs dear to boyish hearts, listen to thrilling tales, or join in the Indian pow-pow or stunt contest. Now is the time to "talk of many things," the place for discussing the Scout problems, for the recital of good turns, the interpreting of the Scout Law, the bit of friendly suggestion or admonition on the part of the Scoutmaster. The camp fire should take on a real significance to the Scout. The Scout Law and Scout brotherhood should mean more to him because of the hour spent around it in close comradeship after the more strenuous activities of the day. The making and lighting of the camp fire, as contrasted with the mere supper cooking fire or fires, should always be attended with ceremony. The close of the camp-fire council should also be marked by some ceremony — a word of benediction, a song, or perhaps only the blowing of "Tattoo."

Safety

Every precaution should be taken to ensure safety for the campers. No fire arms should be permitted. All camp fires should be carefully watched and extinguished. Boys should not be permitted to go far from camp except in groups. In case swimming is to be one of the camp activities great care should be exercised. One or two members of the troop who are expert swimmers should always be on hand for the assistance of the less proficient or in case of accident. Do not permit the boys to swim in polluted water or where there is a swift current.

Health

The camp may do excellent constructive work along this line by having a series of tests and measurement for each boy, during the period of encampment, with record of name. Any serious weakness or disability will in this way be ascertained and information and recommendations on the subject may be made to the boy's parents during camp session or at its close. Generally speaking a boy's general health should be better at the close of a period in camp than when he entered. Certainly it should not be worse.

Every Scout applying for camp membership should have had a recent physical examination and be able to present a physician's certificate of good health. It is hardly fair to a camp to permit boys of dubious health to handicap the situation. On the other hand, a few weeks of regular wholesome outdoor life may be just what the boy needs to set him up. The judgment of this matter must be left to the individual Scoutmaster and his advisors.

Sanitation

Before undertaking a Scout camp a Scoutmaster should provide himself with a copy of Camp Health Safety and Sanitation, published by the Department of Camping. This can be bought from the Supply Department at twenty cents.

The health of boys in camp should always be carefully supervised and safeguarded. The addresses of the nearest physician and nurse should be ascertained beforehand and an adequate first aid kit provided, also arrangements for quick emergency transportation. A hospital tent is a good thing in a large camp. But here as elsewhere an ounce of prevention is better than a pound of cure. The importance of properly certified drinking water supply has already been emphasized. Bedding should be given a thorough daily sunning. Proper bathing

and the external use of soap should be insisted upon. No food of any kind should be permitted in sleeping tents. Diet should be carefully and rationally planned. Due precaution must be taken in respect to the cleanliness of the milk and other supplies and proper storage of same. There is danger of contamination from the improper washing of utensils.

Camp Refuse

All refuse should be burned if possible, otherwise buried, or carried away. Regular incinerators are obtainable. The incinerator recommended by the U. S. Army bulletin is practical, horse-shoe shape, 3 feet in diameter, 3 feet high, made of flat stone sloping inward, bottom unpaved, a wood fire built inside. When the incinerator is very hot the refuse should be put in. Pour liquids such as dish water slowly to permit evaporation.

If refuse is to be buried a trench sufficiently deep and in soil loose enough to permit seepage should be provided. Burn pit with straw and crude oil and cover with a little earth daily. When the trench is filled within two feet of surface fill in with earth, pound down, mark the place, and start new trench. Garbage should not be thrown into stream.

Garbage cans should be kept always tightly covered up. Burn out often with straw and crude oil. Look out for flies. Leave nothing exposed for them to feed on or breed in. Soap and water are great preventatives of disease. Use plenty of both, freely and often. Disinfectants are sometimes a disguise, rather than a preventive. Remember that camp kitchens, eating places and store rooms should be entirely free from flies. Screens are usually necessary.

Latrines

Latrines must be on the opposite side of camp from kitchen, and below camp on slope, at least two hundred feet away.

For camps of only one or two days the ordinary

straddle trench one foot wide and from four to ten feet in length is sufficient, if fresh earth is always shoveled in after use, and it is properly filled in and site plainly marked when leaving. It must be used for **ALL** latrine purposes, including swimming period.

In permanent camps substantial latrine box must be built over a trench at least four feet deep, and of a length suited to the size of camp. It must be made fly-proof. Care must be taken that all cracks, knot holes, etc., are stopped. The lids over the various seats must be hinged and blocks so arranged behind them, not only to be a support to the lid when in use, but to cause the lid to fall automatically when not in use. The entire top of the box carrying the seats and the lids should be made portable by good substantial handles so that once every day the top may be removed and the trench disinfected by burning hay or straw (ten to fifteen pounds) sprinkled with two pints to a gallon of fuel oil according to the size of trench. The resulting soot and smoke, though only slightly odorous, will prevent flies and other vermin from seeking the trench as a breeding place. The urinal funnel and ground immediately under it should be flushed with fuel oil at the same time. The seats should be thoroughly scrubbed daily with soap and water. The entire latrine should be open to free light and ventilation, suitably roofed and screened where possible, but if properly constructed and cared for screens may not be necessary. Toilet paper should be properly secured so as to prevent its blowing about the camp.

A sanitary squad of Scouts should be appointed and made responsible for good order and condition of latrines, garbage disposal, etc.

The use of latrine and no other place for all personal purposes at all times must be strictly enforced. No promiscuous soiling of the ground in or about the camp should be tolerated at any time, day or night.

Inspection

Cleanliness and orderliness in and about the tents must be rigidly enforced. Camp inspection should be conducted daily and proper mention made of tent groups showing excellence.

Supervision

A Scout camp must be under the supervision and command of an authorized and efficient Scoutmaster or other camp director, with such assistants as his program may require. He is responsible for the sanitation, commissary arrangements of the camp, and for its general equipment, conduct and discipline.

Camp Regulations and Camp Discipline

Immediately upon arrival in camp the director should post on the bulletin board regulations for the conduct of the camp, establishment of bounds, both on land and water, hours of reveille, mess, taps, etc.

There should be special swimming and boating regulations supplemented by full oral discussion of same in order to ensure complete understanding and absolute safety in this connection. The following suggestions are made by the Rochester, New York, Council:

Swimming

1. Swimming shall be allowed only at fixed hours, preferably at about 11:00 or 11:30 A. M. and at about 4:00 or 4:30 P. M., for about 20 minutes' duration, and the boys shall enter and leave the water on signal.

2. Boys who do not swim have a special hour or very special supervision during the regular swimming hours.

3. A boat manned by at least two men or good sized boys and equipped with a life buoy and sixty feet of rope must patrol the swimming territory during the swimming hour.

4. Diving platforms and surroundings of places where these will be erected must be carefully ex-

amined and sensible and safe rules made to meet local conditions. Diving from boats is allowable only when they are thoroughly anchored or someone is at the oars.

5. When the swimming period is over, all boys should leave the water at once and line up to be counted by the person in charge, as a safeguard that all are accounted for. The Scout Swimming and Water Safety Pamphlet, sold by the Supply Department at fifty cents, contains valuable information on aquatics and life-saving.

Boating

1. The camp director shall personally supervise the boating. He shall on arrival at camp carefully examine all boats which are to be used and mark or tag each one plainly to show the greatest number of persons who shall be allowed in it. It will be far better to specify too small a number than to take a chance on overloading the boat.

2. No one shall be allowed out in a boat unless able to swim twenty-five yards or unless accompanied by a man or boy of eighteen or older and not more than one non-swimmer may be in a boat in any event. No one shall be allowed out in a canoe at all unless able to swim twenty-five yards.

3. Permission must be obtained from the camp director for the use of boats and (if the size of the camp requires it) a careful record be kept to show who has been granted the use of the boats.

4. Boating shall be allowed only at stipulated hours and within prescribed bounds. No boating shall be allowed at all when the weather is unfavorable.

5. No one shall be allowed to stand up in boats when upon the water or to rock them or to change seats or lie down so that they cannot be seen by the camp director.



WATER AND WOODS



NEAR SCOUT CAMPS, INTERSTATES PARK (N. Y.)

6. Full instruction in the use of boats or canoes in all sorts of weather shall be given, including a demonstration of what to do in case boat capsizes.

7. Any violation of boating rules shall be dealt with very severely — at least all boating privileges shall be denied the violator for the remainder of the camp.

Note: Unless the Scoutmaster or director is himself an expert swimmer a regular instructor should be obtained especially for a large camp.

Other Rules

Precautions should be explicit and firmly enforced. The use of fire arms and tobacco should be prohibited. On hikes the boys should be kept bunched under a leader, no stragglers permitted.

Each Scoutmaster in charge of a camp will form his own rules to meet the needs of the individual situation and only the most general suggestions can here be made. All rules and regulations should be simple, clear, reasonable and effectual. The Scoutmaster should talk them over in detail with his boys at the first camp fire conclave. He should explain the reason for each rule and why obedience to such rules is necessary in the interests of the safety and happiness of the camp. Boys are fairly reasonable and impressionable if the proper appeal is made to their good sense and good instincts.

That there will be broken rules, blunders and mishaps is perhaps inevitable in a group of lively boys even though they are Scouts. These will probably not be unduly serious, if they are met calmly, frankly and fairly by the camp leaders. To expect the best and not the worst is good psychology and practical ethics. The Scout Law is good camp law as the boys themselves will be quick to see if the Scoutmaster points the way. Clean, obedient, truthful, helpful, loyal, friendly, trustworthy — these are the qualities of a good camper and are to be counted on in a true Scout.

Foot Hints

On the Hike and Elsewhere.

1. If you have trouble with your arches consult a physician.
2. Lace your shoes as tight as comfort will permit.
3. Wash the feet daily.
4. Shake a little talcum powder or "Foot Ease" in your shoes every morning.
5. Put on a fresh pair of socks every morning. See that socks fit properly, not so loose as to cause wrinkles, nor so tight as to bind the foot. Don't wear a sock with a hole in it, nor one with a darn located where it will cause trouble.
6. See that your shoes fit properly. Most foot troubles are caused by carelessness in this matter.
7. Hiking several hours, carrying equipment, causes the feet to expand, at least one-half a size in length and correspondingly in breadth. Hence the size of the shoe you wear in the office or school will be too small for use on the hike.
8. Break your shoes in before starting on a hike.
9. Keep your shoes well oiled so that they will be soft and pliable and keep out water.
10. If your shoes get wet on the inside, heat small pebbles (not too hot or they will burn leather) and keep them inside shoes until latter are dry.
11. If the tendon in your heel becomes sensitive see that it is strapped at once.
12. In case of any foot trouble that you cannot relieve, secure treatment at once. Don't wait until you cannot hike.
13. In case you are so unlucky as to acquire a blister treat it as follows: Be careful not to tear off skin covering the blister. Heat the point of a needle, red hot. When needle is cool insert under the skin near the blister. Push through to the under side of the bruised skin or blister and press out water. To protect blister, grease a small piece.

of chamois with vaseline and place it so that it covers the blister and extends over the solid skin surrounding it. Then place oxide adhesive tape over the chamois. This allows the protective covering to be removed without breaking skin over the blister and protects the new sensitive skin. One Scout in each patrol should be provided with needle, adhesive tape, vaseline and chamois for use of patrol.

Camp Diet

Camp diet is of great importance. The Scout table should provide abundance of simple, healthful, appetizing food with plenty of fruit and vegetables, and if possible fresh meat, eggs and milk. Dried fruit and properly canned vegetables are also excellent. Avoid an excess of sugar and fats which are likely to cause digestive troubles. To be useful on hikes food must contain a maximum of nutriment with a minimum bulk. Although these conditions limit the available food material somewhat, it is possible to have palatable, nourishing camp meals with a greater variety than is afforded by the typical camp "bacon and beans" menu. All the articles of food listed under the first class Scout cooking requirements are practical and good. The Boys' Handbook gives recipes for these and the subject is also treated in detail in numerous other books on camping and on commissary.

Ration List

A ration is the food estimated to be necessary for one man for one day (3 meals). The following table gives a list of 100 rations, food for 1 man 100 days or 33 men 3 days (32 boys and 1 Scoutmaster). Each article of food is measured as though it were used exclusively. If fresh meat and cured meat for instance are both used half the time only proportionate amounts of each would be required. The same is true in the case of canned, fresh or dried fruits, etc.

ARTICLE	Unit	Daily 100 Rations (3 meals each)
Fresh meat, including fish and poultry.	Pounds	100
Cured meat, canned meat, or cheese.	Pounds	50
Lard.	Pounds	15
Flour, bread or crackers.	Pounds	80
Cornmeal, cereals, macaroni, sago, cornstarch.	Pounds	15
Baking powder or yeast cakes.	Pounds	5
Sugar, syrup or strained honey.	Pounds	40
Molasses.	Gallons	1
Chocolate or cocoa.	Pounds	2
Milk, condensed.	Cans	40
Butter.	Pounds	10
Dried fruit.	Pounds	20
Rice and beans.	Pounds	20
Potatoes or other fresh vegetables.	Pounds	100
Canned vegetables or fruit.	Cans	30
Salt.	Pounds	4
Spices.	Ounces	4
Flavoring extracts.	Ounces	4
Pepper or mustard.	Ounces	8
Pickles.	Quarts	3
Vinegar.	Quarts	1
Soap. . . . .		....
Matches. . . . .		....

See also The Week-End Camp — List of Provisions for nine menus in camp.

MENUS FOR ONE DAY

Breakfast

1. Cereal: Cooked or dry according to weather, i. e., cold morning requires hot cereal.
2. Eggs or fish, such as mackerel, or chipped beef and cream gravy.
3. Fruit: Stewed prunes, or combination of prunes, apricots and apples preferred. Fresh, hot toast or hot cakes; butter, syrup, apple butter.
4. Drinks: Milk or cocoa.

Dinner

1. Soup.
2. Meat: Beef or mutton or chicken or fish, or baked beans.
3. Potatoes or rice or macaroni and at least one (preferably two) of corn and string beans, peas, tomatoes, bread, butter, milk, pickles.
4. One of the following: Rice pudding, bread pudding with custard, tapioca pudding, cottage pudding sauce, fresh berries, with cream or water-melon.

Supper

1. Cereal.
2. Fried mush with syrup or cold meat or chipped beef in cream gravy or creamed salmon or hash (fish or meat).
3. Jam or canned fruits or both, peanut butter, apple butter, bread and butter, milk.

PERMANENT CAMP MENUS**Breakfast**

1. One medium bowl cereal (cooked or uncooked); 1 cup beverage, preferably milk or cocoa; 2 slices bread; 1/25 lb. butter; 1 egg or equivalent.

Lunch

1. One medium bowl soup or serving of baked beans or equivalent; 4 slices bread; 2 spoons apple butter or jam or 1 serving of pudding or stewed fruit.

Supper or Dinner

- One-eighth lb. smoked or fresh meat; 1 medium potato or equivalent (rice, spaghetti, etc.); 2 slices bread; 1/25 lb. butter; 1 dish stewed or fresh fruit; 1 cup beverage.



SCOUTS BY THE CAMPFIRE

OVERNIGHT CAMP MENUS

Breakfast

One serving prepared cereal; 1 cup beverage; 1/25 lb. butter; 2 slices bread.

Lunch

One-quarter lb. canned salmon, beans or equivalent; 2 slices bread; 1 glass milk or equivalent; 1 tablespoonful apple butter or equivalent.

Supper

One-eighth lb. fresh or smoked meat; 1 medium potato; 2 slices bread; 1/24 lb. butter; 1 cup of cocoa or milk; 1 apple; 2 oz. dried fruit, or 1 oz. jam.

Substitutes

Eggs may be substituted for fresh meat at the ratio of eight eggs to one pound of meat. There are dried eggs on the market which are considered very

satisfactory substitutes for fresh eggs. There are some egg substitutes, however, which are by no means a good substitute for fresh eggs.

Fresh meats and cured meats may be interchanged on the basis of five pounds of fresh for two pounds of cured.

Fresh milk may be substituted for condensed milk in the ratio of three pints of fresh for one pint can of condensed. Powdered milk of a good quality may be used in place of condensed milk (one pound of powdered milk to nine pints of water). Condensed milk should be carefully sealed by the use of small disks of paper placed over the holes.

Fresh fruit may be substituted for dried fruit in the ratio of five pounds of fresh for one pound dried. The dried cranberries and rhubarb make good sauces and are craved by most campers. Raisins, dried figs, dried prunes, and dried apples are excellent for camp use.

Dried vegetables may be substituted for fresh vegetables in the ratio of one pound of dried for three pounds of fresh. Most of the desiccated vegetables on the market are of good quality. It pays to purchase the best grade. Spinach, peas, carrots, onions, potatoes, corn, squash, beets, and string beans are excellent.

Suggestions

Cornmeal is a good substitute for a part of the white flour, corn bread, Johnny cake, etc., giving that change in diet which is an important factor to be considered.

The coarse sort of hominy makes a good variety.

Rice is a very desirable camp food. It weighs little in proportion to its bulk, and one-half cup is ample for four persons one meal. It contains much nutriment, and one does not easily tire of it. It may be served in many ways: boiled; boiled with raisins; boiled, then fried; made into baked puddings; cooked with cheese; and made into cakes.

THE WEEK-END CAMP

By Vernon Bailey, Scoutmaster Troop 39, Washington, D. C.

Scouting should justify its name by some explorations. There are generally choice camp grounds within reach of any troop of Boy Scouts, sometimes within easy reach and sometimes at the far end of a car line or a long hike. Give the boys a chance and they will find one, or many.

Assume that the week-end camp may last from Friday at 4 P. M. to early Sunday morning. Better yet, if the boys may have a suitable Sunday service in camp and stay out until Sunday evening, there can be two full days and nights of camp life. Unless a holiday intervenes or school is out it is generally necessary to return in time to get cleaned up and ready for work again before Monday morning. During Thanksgiving and Easter holidays there is often opportunity for a three or four days camp for a large proportion of the members of the troop. As a general thing troops should camp separately and remain as units, but as many as wish may camp near together and under general supervision.

Camp Site

It is good scouting to go exploring for camp sites and owners of woods will usually grant camping privileges to Boy Scouts which they would refuse to others.

The camp should be selected with due regard for a safe water supply, plenty of wood, protection from wind, and safety from floods and the wash of rains. It should never be in a hollow, or on low, damp, cold ground if a high, dry spot can be found. Indian camps, it is to be noted, are almost invariably on high ground.

The requisites of a good camp ground are woods for shelter and fuel and timber; water for wading, swimming, boating, and fishing; rocks or hills for climbing and exploring; and open ground for games

and drill. In few places can all of these requisites be found together but as many as possible should be obtained.

Each troop should have a number of well chosen camp sites for its week-end outings but should occasionally try new places. Some locations are better at one season and others at other seasons and some for short and some for long camps.



DAN BEARD AND NATIONAL CAMP DIRECTOR MCDONALD INSPECT
A SCOUT CAMP

Laying Out Camp

On arriving at the camp site the senior patrol leader or ranking officer of the troop, if he has had sufficient experience, should be placed in charge to lay out a proper camp. Otherwise the Scoutmaster or Assistant Scoutmaster should take charge and arrange the lines for tents, the spaces for camp fires, for assembly and for drills. The tents should be in one straight line, a double line or hollow square with plenty of room in front for small cooking fires and for one big bonfire for the evening circle. All should be clear in front of the tents and outside, beds and baggage should have some orderly arrangement back of or in the line with the tents. The tents should be evenly spaced, and carefully and accurately pitched. If there is a cabin or other shelter at the camp site, the tents can be dispensed with, especially if the sleeping bags are well waterproofed. One large tent may be used instead of or in combination with the small tents, but this is usually not so convenient. The flag should be raised in front of the Scoutmaster's, or headquarters tent. When camp is on a lake shore, the camp will ordinarily face the lake.

Detail of Squads for Camp Work

As soon as the tents are up and packs disposed of, assembly should be blown and squads detailed for the necessary camp work, each squad to work under the direction of a patrol leader, one to build the latrine, one to bring wood for the camp fire, one to bring water, or clear out the spring, or do whatever is necessary for the insurance of a good water supply, another to bring boughs or gather leaves or hay for the beds. Some of these squads may not be necessary and still others may be required, but the usual squads are for latrine, wood, water, and beds. With experience and good discipline these preliminary tasks are soon finished and then the real camp life begins.

Cooking

Cooking for the first meal usually follows closely on making camp. At mess call the cooking fires are lighted if they have not been before, either one long, narrow fire where a row of boys can cook on each side, or better still, a number of small fires in front of the tents, one for every two or four boys. Special cooking places made of two green logs or two rows of stones, with a fire between, or a narrow trench to contain the piece of tin laid on stones or whatever method the boys prefer should be allowed, but to old campers, there is nothing better than a simple bed of coals. In many troops a combination of provisions and division of work in preparing them is preferred, but if left to their own choice the boys almost invariably choose to each provide and cook his own eats and this affords the best training and most fun. The Scoutmaster will be kept busy answering questions, making suggestions, and keeping an eye on the quality of food eaten, but he should also prepare and cook simple camp dishes that will give the boys better ideas of how to get up wholesome camp meals. He should at first superintend the mixing of batter for pancakes and dough for twist and biscuits and will always have beginners who need help in cooking properly.

Camp Menus

A good camp breakfast may consist of a cereal, such as puffed rice or wheat warmed in the frying pan and eaten with evaporated cream, or oatmeal or cream of wheat, cooked in a little tin pail over the coals and some stewed prunes or peaches. Appetizing sausage pancakes may be made by putting a thin cake of country sausage in the middle of the frying pan and pouring the pancake batter around it and cooking them brown on both sides. Plain pancakes with sugar, honey, or jam, cocoa made in a tin cup by pouring hot water on a mixture of cocoa, cream and sugar, may complete the meal.

Luncheon may be elaborate or simple as the boys feel inclined. A banana, apple, figs or dates with bread and butter and a sausage or chop broiled on a sharp stick over the coals, makes a good lunch. Or a hunters' stew and a twist on a stick baked over the coals, if time allows for cooking them, form a hearty lunch.

An early and hearty supper should follow the 5 o'clock mess call. Early to allow plenty of time for cooking and eating it, and hearty because there should be two hours of good fun between it and bedtime. Soup or a cup of steero to begin with, may be followed by a well cooked hunters' stew of meat, onions, potatoes, and carrots; cold bread, or camp biscuits baked in the frying pan; and stewed or fresh fruit.



"READY FOR THE DINNER TABLE." A SCOUT CAMP BREAD LINE

List of Provisions for Nine Meals in Camp

Flour — 1 lb., with two level tablespoonfuls baking powder and one tablespoonful salt mixed in.

Bread — 1 lb. loaf or 6 large rolls.

Meat — 3 chops, $\frac{1}{2}$ lb. country sausage.

Butter — $\frac{1}{4}$ lb.

Puffed rice or other cereals — $\frac{1}{2}$ package.

Oatmeal or Cream of Wheat — $\frac{1}{2}$ lb.

Sweet potatoes (medium size) — 3.

White potatoes (medium size) — 4.

Onions (medium size) — 2.

Carrots (medium size) — 2.

Apples for baking — 3.

Dried prunes, peaches, apricots, figs or dates — $\frac{1}{2}$ lb.

Evaporated cream — $\frac{1}{2}$ lb. can.

Sugar — $\frac{1}{2}$ lb.

Salt — 1 oz.

Camp Program

Many elaborate camp programs are made and never followed because there is not enough time. Experience shows that a simple outline such as the



A CAMP "OUT-DOOR SCHOOL"

following is full enough. At 6 A. M. mess call is blown and all begin cooking and preparing breakfast. At 7:30 comes First Call, after which dishes are washed, beds rolled, haversacks packed, and camp put in order for inspection. At 8:00 assembly is blown and each boy falls in either at his tent door or at the foot of his bed and stands at attention during camp inspection by the troop officers and Scoutmaster. Troop merits are then given for neatness and good order and demerits for untidiness in the tent, bed, roll, haversack, or personal appearance.

After inspection the troop falls in before the flag pole and the flag is raised with proper salute as the bugler blows **To The Colors.** The flag may be raised before mess call but the ceremony fits in better after or just before inspection. A patriotic song may follow the flag raising.

While the troop is still at attention the Scoutmaster addresses the boys, outlining the duties of



A CAMPFIRE COUNCIL RING, BROOKLYN (N. Y.) CAMP

the day, giving such suggestions, cautions, and advice as are necessary. The troop then falls out and is given leisure for a half hour.

A short drill may then be given, or the troop taken for a short hike to interesting country around the camp, or an all day hike taken by part of the troop while part remains at camp for leisure and such work or sports as preferred, each division of the troop in charge of reliable officers. Whether on hikes or around camp the boys should make note-book lists of the different kinds of trees, birds, animals, reptiles and other objects of interest seen during the day.

Very long hikes are tiresome and often a waste of time. In the woods of all places, the best enjoyment and greatest good comes from quiet observation, learning by watching and listening, and coming to use the latent wood senses. Some of the boys may be interested in making collections of plants, insects, shells, or reptiles and other articles



SHAWNEE (PA.) SCOUTS ON A HIKE

of natural history and such boys should be encouraged in every way possible. Swimming is always popular if the conditions are suitable. If there is time during the day many of the second and first class tests may be given by the Scoutmaster, or merit badge tests may be worked up by the boys.

The noon lunch is usually the least important meal of the day and should occupy but an hour. The few dishes used should be washed, however, and the camp kept in good order.

For the afternoon there should be plenty of leisure for those who have been on a hike in the forenoon and plenty of exercise for those who have been at leisure. Scouting games such as "Flag Raiding" over rough ground and through woods will be enjoyed by the boys. Baseball and the regular home games should not be encouraged as they are apt to absorb most of the camp time. The building of special fire places, camp seats, tables, good beds, lean-tos, shafts, and bridges, and other natural camp activities should be encouraged. Also such fancy or elaborate cooking as the boys may want to undertake, as baking beans in a bean hole, baking whole squash in the ashes, baking fish or roasting meat, or stewing fruit. As these must be done in advance of the mess call they require special permission from the officers. All the boys should join the general camp work such as gathering wood and bringing water for the night.

Supper, the great meal of the day, should be preceded by vigorous and unimpaired appetites. Mess call should be early enough to allow ample time for cooking and enjoying a good meal and for the final washing of dishes and clearing up before dark.

The evening around the camp fire should begin with games of a vigorous nature and after an hour of lively exercise the boys will be glad to settle down around the fire for stories, songs, a round of "stunts" and last of all a talk on some line of

Scout ethics by the Scoutmaster or an invited guest. Or the talks may be drawn out of the boys by taking the Scout laws and analyzing them by turns.

A patriotic or sacred song before taps is a fitting close to a long and happy day. A half hour after taps has been blown the simple bugle call of lights out is a signal for quiet and sleep.

The programs for the different days may be varied as desired, but should not be crowded. Time must be economized by system, team work and efficiency, but there should be no feeling of hurry. The time is not wasted. Every step of the way the boys are gaining invaluable experience. Breaking camp gives an important lesson in neatness and order, leaving the grounds clean and attractive for the next comers or for our own return, and one of the important lessons in citizenship, that of putting out the camp fires effectually.



GOING HOME

CAMP

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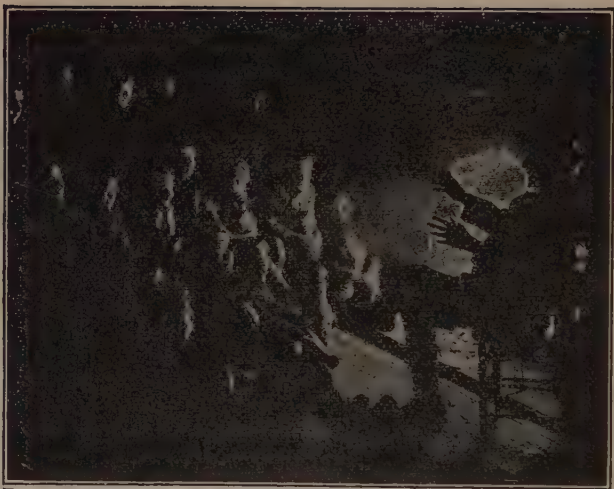
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CAMPFIRE STORY BY NATIONAL SCOUT COMMISSIONER
DAN BEARD

“Forsooth he cometh to you with a tale which holdeth children from play, and old men from the chimney corner, and pretending no more, doth intend the winning of the mind from wickedness to virtue even as the child is often brought to take most wholesome things by hiding them in such others as have a pleasant taste.” — Sir Philip Sydney in “Defence of Poesie.”

CHAPTER XVIII

STORY TELLING FOR BOY SCOUTS

— By John Henry Skeen —

President Local Council, B. S. A., Baltimore, Md.

Some one threw wood on the dying campfire, causing a gush of sparks and a kindling blaze. The day had been drizzly, and the boys pent up. It was not in nature for them to lie quiet now. The campfire did not seem to "go" right. The Scoutmaster in charge felt himself beset by imps. There were wrestling matches, sudden assaults, scamperings in the dark, yelling, chattering, clamor, and no sort of order. The books said boys were always quiet around the campfire, that it was a time and place to bring home the serious lessons of the day amid solemn surroundings. The Only Boy Who Was Sitting Still called out, "Tell us a story!" The several boys who heard him turned to the fire and sat down, chanting in unholy chorus, "Story, story, story!"

After ransacking his memory, the Scoutmaster began. The racket subsided quickly. The wrestlers stopped hostilities, the marauders wandering in the outer darkness stole into the circle; the fire blazing up was reflected in a ring of intent and shining eyes. The story was haltingly told; an unexercised imagination, a faulty memory, often wavered. When the tale was finished, there was a

pause, a happy gasp, and two or three voices demanding "Another!" In a flash, the Scoutmaster had learned three things: that the story was all, the teller thereof, nothing; that he had put another solved problem behind him; that a world old miracle had been worked again before his eyes.

"A Most Useful Adjunct to the Scout Program"

I never knew it to fail. I have told stories to two boys and a hundred; at campfires in summer and in snow; on the deck of a buckeye becalmed in Chesapeake Bay under a blazing sun; in pitch dark, damp cellars; in cold cheerless church basements; in the woods on breathless, drowsy summer afternoons; in close, smelly shacks, with rain pelting the sides and roof; at indoor rallies in bright comfortable halls, with an unsympathetic fringe of parents, little girls and policemen around the real audience; and I never knew the spell to fail.

Story telling is a most useful adjunct to the Scout program, both in indoor and outdoor work, and one that has not yet fully come into its own. Many Scoutmasters never use it, thinking perhaps that there is some art or mystery about it, which they have not, and which they cannot acquire. You will not find it so. If one has a good story to tell (and of course that must be prepared), the boy audience will listen greedily and be edified. The arts and graces of the elocutionist seem to add little to its power; their absence causes no one to mourn. I have heard Ernest Thompson Seton tell stories, and he does it very well, with charm of voice and gesture, and with dramatic effect. But I am sure that he received no closer attention than I have many times seen given to others of no such skill and reputation.

So, after all, the story is the thing. I am sometimes asked about the principles of selection of stories to be told to boys, and I give here the results of my small experience, explaining beforehand that

I cannot pretend to offer a thesis either systematic or complete.

Parenthetically, the story told is vastly more interesting and impressive than the story read; and it is very little extra trouble to tell it. One or two attentive readings, just before you tell the story, will usually give you enough to tell it smoothly and with good effect. You may forget part, but my experience has been that you will remember the essential things; and that most stories are the better, so far as telling is concerned, for a little shortening.

Some Stories Suggested

As is pointed out in the books, the stories meant to influence boys should be those of heroic action, in which the characters strikingly exhibit manly virtues and high ideals. Of these, the best are found in the Bible, and in the romances of half legendary or mythical personages, which are the common property of English speaking peoples; also, of course, in episodes from the lives of the makers of our nation. While it is not an objection to these stories, it will often be found that they are so well known to boys as not to hold their interest.

I remember telling, on some patriotic occasion, "The Man Without a Country," with complacence and great expectations as to its effect. It fell very flat; and while I was wondering why, a small youth, loudly whispering to his neighbor, enlightened me: "Aw, we read that in school — I'm sick of it!"

Twice told tales do not appeal. It will probably be found that stories from the lives of Joseph and David fall within this class, and also tales of King Arthur, Lancelot, Galahad, Beowulf, the Norse heroes, and stories from the Iliad and the Odyssey. Of course, there are other Bible stories, perhaps not quite so well known, of matchless interest, and valuable because they so unmistakably teach great lessons. Of these, the stories of Naaman, Nehemiah, Ahab and the nameless prophet (1 Kings 20:35-43),

the siege of Jerusalem in the time of Hezekiah (Isaiah 36 and 37), and certain dramatic incidents in the life of Paul, are examples.

There is no end to the retelling in various and charming forms, adapted to all ages, of the old tales of romance and chivalry. Any intelligent librarian will show you the books. I would suggest that before telling a story likely to be familiar to your hearers, you inquire on the point, and have another good tale in reserve in case the thumbs are turned down. It is hardly necessary to say that the reason why these splendid stories are well known through being included in the reading courses of most schools, is because their value and interest is so widely recognized.

Stories for Entertainment Only

When one passes into the class of stories told for entertainment only, the mine is literally inexhaustible, though a little research is advisable. The stories that first come into one's head are very likely to be the ones everybody knows already, but on looking a little further, fresh stories can be found. Every boy knows Sinbad, Ali Baba and Aladdin, but turning a few more pages in the Arabian Nights will bring you to the King of the Black Isles and the quite remarkable story of the dead hunchback, which are apt to be new. Or take Stevenson: what boy does not know "Treasure Island?" But what boy has read "Thrawn Janet," "The Pavilion on the Links," or "The Sire de Maletroit's Door?"

Sir Arthur Conan Doyle is a fruitful field. Most of the Sherlock Holmes stories are suitable. The exceptions are those in which there is too much sex interest (as "A Scandal in Bohemia"); those in which maps and diagrams are introduced (as "The Dancing Men"); and those in which the situation is rather beyond a boy's comprehension (as "The Naval Treaty," a diplomatic crisis, or "The Adventure of Charles Augustus Milverton," blackmail).

But there are many excellent stories left. In telling these stories, it is not necessary to mention that Holmes is in some represented as a drug user, and that with all his fascinations, he is not a well balanced character; but rather one should emphasize his activities as a righter of wrongs and an upholder of the law, fighting and winning his battles by his powers of observation and deduction. Among those I have told, "The Red Headed League," in which what appeared to be an absurd hoax, turned out a determined attempt at bank robbery, thwarted by Holmes, and "The Adventure of Empty House," the ingenious account of the great detective's return, after the weary author had killed him off (apparently) ten years before, seem most popular.

How Boys Feel About Them

These stories raise another interesting question. They deal with "battle, murder and sudden death." Are these themes wholesome? If boys thought and felt as men and women think and feel, perhaps not. I do not think they do. Boys seem more concerned with the **action** of the story than with the feelings of the characters. It is not easy to harrow up their souls. Often too, the characters are such lay figures, as in the Sherlock Holmes stories, or the situations are so fantastic, as in Stevenson's "New Arabian Nights," that the distresses depicted make no strong demand on the sympathies of even mature readers. Then too, we have respectable authority for the use of these elements in the classics for boys. The boy hero of "Treasure Island" pistols a mutineer with his own hand, and there is otherwise no lack of bloodshed; Huckleberry Finn gets mixed up in a deadly feud and sees it through. I would not tell Kipling's "The End of the Passage" to boys, nor would I tell his "Bertram and Bimi." They are a bit too strong—too realistic for comfort. But I have often told the same author's "The Mark of the Beast," a pleasing

tale in which an Englishman is bewitched by the bite of a leper, and begins to turn into an animal. This is close to the limit, but I find the story very popular, and I never heard of any serious consequences. We all enjoy a mild case of "creeps."

Kipling as a Source

This brings us to Kipling as a source of material. Of all the tellers of tales, he is among the best; but as I have already indicated, he must be edited a bit for our purpose. As says his own Mulvaney, some of his stories are "more true than tellable." But many others are more tellable. The *Jungle Books*, wholesale; "The Drums of the Fore and Aft" (much shortened); "Rikki Tikki Tavi," Mulvaney stories such as "My Lord the Elephant" and "The Incarnation of Krishna Mulvaney;" "Stalky & Co.," Indian stories like "The Lost Legion" and "The Return of Imray," and particularly almost any of the stories from "Puck of Pook's Hill" and "Rewards and Fairies," without bothering about Puck, Dan and Una, who, although they make charming settings, are not necessary in the tales. Incidentally, it was surprising to find that his "The Finances of the Gods," a most fantastic little story with Hindu gods as characters, told as an experiment, was very well liked.

This was also true of "The Moor's Legacy" from Irving's "Alhambra"; and these experiences have suggested trying other tales of the same sort. Indeed, good stories of the supernatural are almost sure to please. Study "Wandering Willie's Tale" from Scott's "Red Gauntlet," or Dickens' "The Signal Man," and try one or the other at your next meeting. I never heard of a boy who did not appreciate and delight in "Wandering Willie's Tale."

Story telling is a delightful method, simple yet effective, of arousing and holding interest, and of imparting to our boys some of the things we are pledged to teach.

HOW TO TELL A STORY

By Stephen M. Major, former Field Scout Executive, Chicago, Ill.

We have often advised you to get the habit of telling stories to your boys for many reasons. We believe from our own experience that you were asked to tell stories before we advised you.

There never was a bunch of boys that did not want a story time in their meetings. In this as in other things they live again the lives of their ancestors. This story telling was the very beginning of all literature, and if we would wish to found the boy's dramatic and ethical taste properly and develop his humor and imagination, we must resort to this time-honored art.

Now why is it that the boy and before him the savage wanted a story? It is this way I think. He wants action, action, and yet more action, and even when his masterful desires are satiated or his muscles tired out, he still desires action and wishes it to go on as a mental process. It is the inertia of physical motion seeking to be transmitted into psychical motion and if properly directed will lose in this transmutation nothing of its formative efficacy in the development of character.

You are the magician. You have outlined the program of activities for the evening. You have been in control all the time. See that you are deft in your manipulation of the current. Your story to be of full effect must hook on to the physical and mental activities that went before and be carried

onward and upward touching the psychic strings by a narrative replete with action every moment until you have him on a high ethical plane.

Now don't get stage fever. You are not dealing with an audience of jaded, wornout business men and women who have to have their consciousness jabbed deep to get any pleasure. You are dealing with a group of fresh, healthy, imaginative intellects, all of them your own sworn followers. Their sympathy will cover any defects of elocution you may have. Start with something easy. Get to know the story so well that you can see it happening. No side issues or long explanations. A one-threaded story with action every minute working up to the climax which in its very action points the moral and stop there. Please don't explain the moral or you will kill your story.

When you have finished you will probably feel that you have failed. That is because you have gotten yourself worked up to a higher pitch than the boys because you have told it to yourself more than once. They are following you and will get where you are before they sleep.

In your first attempt at story-telling do not lay great stress on the moral side. Try to get the knack of giving your hearers dramatic joy. Let your story be instinct with life, healthy, clean, heroic life.

Then I would have you consider the whole spirit and intention of the tale, what truth is it that runs through it all, giving it life and force? What do you wish it to do? What principle or principles of ethics do you wish it to reinforce? Are the facts so arrayed in action and sequence as to keep the central objective in view? Is power lost through turning into side channels? Is the mind confused by long explanations or descriptions? Are you marching logically toward the climactic thought or are you skipping about aimlessly?

Next, I wish you to analyze the story carefully as to its elements, its setting, its actions, its characters.

As to the first, place the story definitely somewhere. If you do not you will leave the boys hung up in the air mentally. The first important human question is where and the next is when. Settle these two questions quickly and appropriately but with only so much description as is necessary to get the atmosphere, and then go on to the action.

It is in regard to the action that your analysis should be done. Study the minutest detail of the action and boil down the description to the fewest and most telling words (Anglo Saxon derivatives, by choice) so that you can hit the target of the boys' interest with each sentence. Construct the sequence of action so that there is continued suspense. Make it so that directly the thought is impinging on his consciousness, there is an immediate rebound with the mental question "What next?"

Introduce no character without a few graphic words indicating his qualities. Never in literature has Homer been surpassed in this and he usually gave a whole picture of the hero in one adjective, or a short clause.

Now as to composition, let each action be easily separable into its rise, its course, and its resolution. In the matter of sequence there are three story plans:—the single line, the three paralleled line and the balanced contrast plan. The first needs no comments here; the second has its power in the suspense engendered in considering the first two characters who are generally endowed with sufficient qualities to succeed and are admirable in themselves, but are always eclipsed by the climactic third, who is usually handicapped so that success seems doubtful, and sympathy is won for him which is then gratified by his good fortune.

In the third plan of contrasting the bad and the good, the beautiful and the ugly, the great and the

small is probably the greatest artistic possibility, but also the greatest danger, for the touch must be of the nicest, as you are now picking at the most delicate strings of the soul's harp, and if your touch is not careful there will not be such a blending of the overtones as will produce good harmony.

Correctly used, however, this story plan will leave upon the memory a deeper impress of what you wish to get fixed. Do not fear to try it but give it much more time and thought than the other plans.

I suppose you are open for a suggestion in regard to the third law, and I will give you one of the many which history affords, but this time I will give you only a suggestion, and will leave to you the pleasure of digging up the details.

Study then the life, character, artistic attainments, and recent actions of Ignace Jan Paderewski, as an example.



THE CAMPFIRE CIRCLE "STORY"

**STORIES FOR TELLING OR READING
AROUND THE CAMP FIRE**

Compiled by F. K. Mathiews,
Chief Scout Librarian.

1. Mystery Stories

"Water, Ghost and Others," by J. K. Bangs.

See chapter — "Water Ghost."

"Around the Fire Stories, by Conan Doyle.

See chapter — "The Brazilian Cat."

"Tale of a Traveler," by Washington Irving.

See chapter — "The Devil and Tom Walker."

"In the Fog," by Richard Harding Davis.

Story a little long; must be cut.

"After Dark and Other Stories," by Wilkie Collins.

See chapter — "A Terribly Strange Bed."

"Great Ghost Stories," by Dodd.

"The Lady of the Barge," by W. W. Jacobs.

See "The Monkey's Paw."

"Island Nights' Entertainment," by R. L. Stevenson.

See "The Bottle Imp."

2. Indian Legends

"Blackfeet Indian Stories," by George Bird Grinnell.

"The Punishment of the Stingy," by George Bird Grinnell.

"Pawnee Hero Tales," by George Bird Grinnell.

"Wigwam Stories," by Charles A. Eastman.

3. Adventure Tales

"Around the Fire," by H. M. Burr.

Book of short stories, two or three of which are particularly good.

"With the Indians in the Rockies," by W. J. Schults.

Admirable story. Shortened, all the story can be told, or with an introduction, some episode.

"Tad Sheldon, Boy Scout," by John Fleming Wilson.

"Short Rails," by C. Warman.

See chapter — "Engineer's White Hair."

"The Man Who Was," by Rudyard Kipling.

"Told by the Camp Fire," by F. H. Cheley.

"Around the Camp Fire," by C. G. D. Roberts.

"Dick in the Desert," by James Otis.

How a young boy crossed alone the Smoke Creek desert in Nevada to procure aid for his wounded father.

"Ransom of Red Chief and Other Stories for Boys," by O. Henry.

A collection of twenty-five "O. Henry" stories suitable for boys, selected by Chief Scout Librarian of the Boy Scouts of America.

"The Boy Scout and Other Stories," by Richard Harding Davis.

Contents: "The Boy Scout" (a story of a Scout's good turn, and what came of it. Unusually good); "The Boy Who Cried Wolf;" "Gallegher;" "Blood Will Tell;" "The Bar Sinister."

"Boy Scouts Courageous," edited by F. K. Mathiews.

Stories of Scout valor and daring, originally published in BOYS' LIFE, the Boy Scouts' Magazine.

"Boy Scouts' Book of Stories," edited by F. K. Mathiews.

Such distinguished writers as Mark Twain, Stevenson, Tarkington, O. Henry, Joseph C. Lincoln, Jack London, Stewart Edward White, Norman Duncan, Conan Doyle, Hermann Hagedorn, and many others, are represented. There are stories of the sea, of the West, Scout stories, detective stories, humorous stories, ghost stories, etc.

4. Biographical Hero Stories

"American Book of Golden Deeds," by J. Baldwin.

The acts of heroism are various in character,

ranging from the unpremeditated saving of a railroad train to the great philanthropic movements which have blessed and benefited all mankind.

"Pathfinders of the Trail," by A. C. Laut.

"The Story of the Trapper," by A. C. Laut.

"Trail of the Sandhill Stag," by E. T. Seton.

"The Book of Bravery," by H. W. Lanier.

Brings together forty-five stories of the heroic deeds of men of every age.

"A Book of Golden Deeds," by Charlotte M. Yonge.

A collection of stories of soul stirring deeds that give life and glory to history.

"Adrift on an Ice-Pan," by W. T. Grenfell.

A day and a night on a block of "sish" ice, drifting out to sea, and a brave rescue by a volunteer crew of Dr. Grenfell's much beloved fishermen.

"Hero Tales from American History," by Theodore Roosevelt and Henry Cabot Lodge.

Twenty-six stories of brave men and thrilling adventures.

"The Wireless Man," by Francis Arnold Collins.

Contains a host of true stories of wireless adventure on land and sea, far stranger and more fascinating than fiction.

"Men Who Made Good," by John T. Faris.

A few of the chapter headings are, "From Peasant's Home to King's Palace"—telling how Ole Bull mastered the violin; "How Perseverance Won"—the marvelous story of Bernard Palissy; "The Man Who Made the World Laugh"—all about Mark Twain; "From Chimney Climber to Arctic Explorer"—the achievements of Elisha Kent Kane. There are twenty-six brief but cogent chapters embracing worthwhile pursuits and callings.



THE RURAL FIELD

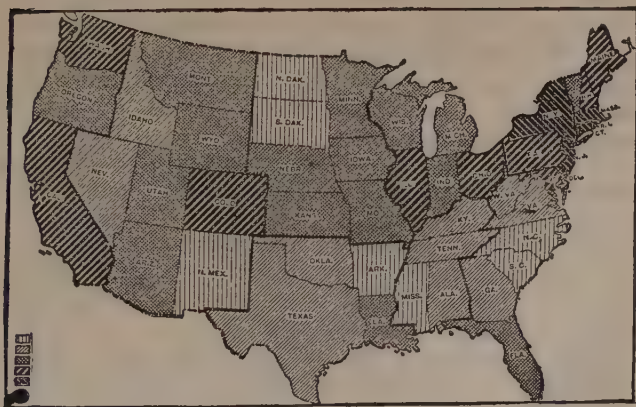
CHAPTER XIX

SOME RURAL PROBLEMS

The population of the United States, according to the last census, shows that 51.4 per cent is urban and 48.6 rural. By rural is meant communities less than 2,500. The rural population is further subdivided into town and country.

It is also reported that 75 per cent of all rural communities have their centers in hamlets under 250 population or less, or have no centers at all. 34,422 hamlets have an average population of 121. The open country population numbers 35 millions, which includes over two million boys, and which constitutes 63.9 per cent of total town and country population. No agency in reality has the right to call itself a national movement unless it reaches the boy of the small community and of the open country.

PERCENT RURAL IN TOTAL POPULATION



CODE — N. Y. 25% OR LESS, CAL. 25-50%, FLA. 50-75%, TEXAS 75-85%, N. M. OVER 85%

Scouting is, therefore, vitally concerned with rural conditions.

Even a superficial observation of urban and rural life reveals important differences in these problems, needs and methods of approach. These differences must receive recognition in any program which

would successfully serve rural life. Perhaps a partial summary of such contrasts will be helpful.

Country.	City.
Isolation.	Congestion.
Selfdependence and independence.	Dependence on others and cooperation.
More monotony.	More variety.
More conservative.	More progressive.
Changes slowly.	Changes rapidly.
More outdoor life.	Little outdoor life.
Work involves big body muscles.	Work involves smaller muscles.
Recreation more mental.	Recreation more vigorous.
Like to visit city.	Like to visit country.
Pressure is toward individual strength.	Pressure is toward group strength.
Lives much with family.	

Recognizing the possibility of such broad differences between the urban and the rural communities, what suggestions may be offered the rural Scoutmaster other than those offered to Scoutmasters in general?

Of course, the rural Scoutmaster lives in the country, is part of it, and knows its problems intimately from within.

Perhaps the first suggestion of method is that scouting should probably accept a large share of community responsibility for getting people together oftener than in the city.

The Scoutmaster should probably have many more "feeds," public evenings of Scout games in which the public may participate, the one troop Scout rally, evenings of first aid, etc. It is even possible that certain of the values of the old singing school and the literary society may be supplied to the community through the public Scout meeting.

In general the program will probably be less physical and more mental and social. The rural boy does much outdoor walking so that hikes for him (see pages 51 to 64) should be those aimed

at recreation and mental exhilaration, trips to cities, to museums, to places of interest, often by train or by auto. In most cases trips to the water — the beach, the lake, the river, will still have their strong appeal — as will the summer camps and outdoor cooking. The hayrack, or the bob-sled party, the “ taffy pull,” the social evening, mean more here.

The troop good turn can be very enjoyable — when the sick man's or the widow's hay needs to be put up — the troop can go and do the job and have a real good time doing it.

It has even been suggested that the Scout troop (like the old-time school teacher) might board around, so to speak, meeting first at one place and then another.

Group games, evenings and on Saturday afternoons will, if well handled, mean much to the rural boy. Some fathers will not approve an afternoon's play, but will want the boy at work instead.

Variety in programs is probably even more important in the country than elsewhere. Boys come and go in city troops, but in the country there are the same few boys who must be held else there is no troop.

Nature must be interpreted to the rural boy in an entirely different way. He lives in it. Birds, animals, trees, plants — these are his constant companions.

Probably nature must be called to his attention from a more interpretative angle. Origins, life histories of species may be found useful. Birds take on new meaning in the light of their reptilian ancestry. Horses seem more interesting walking on the toe nail of a middle toe with “ splint ” remnants of the other toes possessed by its sires ages ago.

Specimen collecting, reading good nature books, coming into frequent touch with the tree expert of the village or the bird hobbyist will be other ways; while nature lantern slides and films can be secured

without cost through State University Extension Departments and other non-profit channels.

The geographic, the economic, the utilitarian aspects of common things in farm life may add lustre to them.

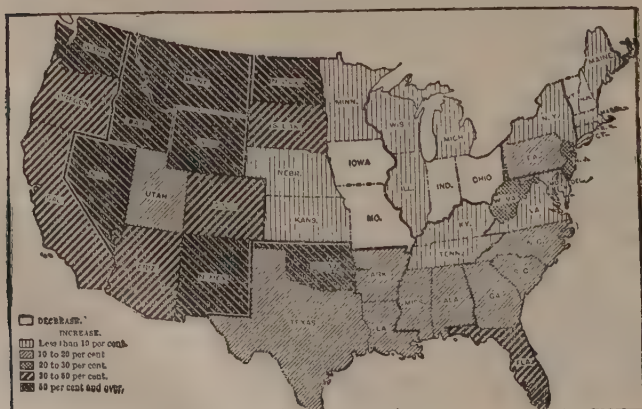
While there are these vital differences between rural and urban yet one must not lag behind.

The telephone, the R. F. D., the daily newspaper, the automobile, good roads, the state Farmers Institute, improved machinery, interurbans, the County Agricultural Expert, the Grange, the Farmers Cooperative Societies have begun the annihilation of rural distance. True there are some communities untouched by the new leaven.

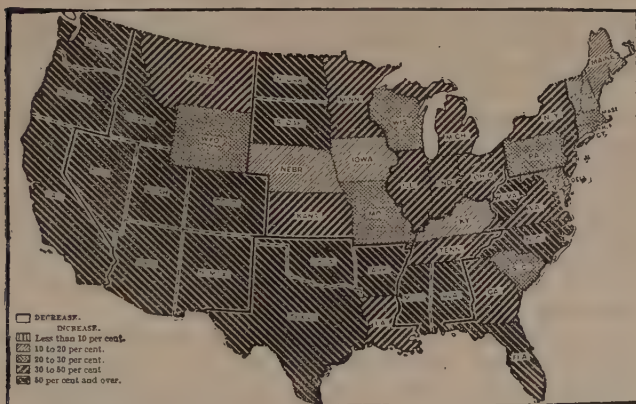
Scouting therefore must keep pace with the progressing farmer. It can probably aid much in developing unity and the spirit of cooperation in the rural community. It can still bring people together in various community projects and it can render some service in showing town and country that their interests are identical, aiding them in getting together.

Holding the boy on the farm should be clearly seen as a very real as well as very important task.

PER CENT OF INCREASE IN RURAL POPULATION, BY STATES 1900-1910



PER CENT OF INCREASE IN URBAN POPULATION, BY STATES 1900-1910.



If Scouting can grip his life much may be done.

To do this Scouting must be enjoyable to him; must provide progress for him and must help him to become a better and genuinely interested farmer.

Especial attention to pets, and the raising of commercially profitable animals of their own—a colt, a calf, a pig, a lamb, own chickens—will be of value. The Scoutmaster will find it desirable to cooperate with various agricultural movements.

There is great dearth of cost-keeping in farming. Scouting can, thru gardens and acre plots, which are studied as well as cultivated, give the boy much of such training and provide him needed pin-money—lack of which often drives him from the farm.

The mental aspects of Scouting, its instruction in first aid, in hygiene, with respect to which so many rural homes are so uninformed; its stimulation of boys reading through its own educational program, use of libraries, etc., these must have new and appealing emphasis.

The vocational stifling of the rural atmosphere must be met by a real merit badge use. The ex-

cellent series of pamphlets along these lines now made available by the National Council will give the earnest Scoutmaster and Scout needed vocational opportunity.

While some troops conduct merit badge work, with equipment at the meeting place, yet the individual work on the merit badge of the Scout's choice is nowhere so natural a meeting of a need as with rural boys. For its vocational and its holding powers as well as its stimulus to citizenship—the merit badge program should be pushed by the rural Scoutmaster to meet the spirit of the new rural life.

Finally the Scoutmaster must face the moral standards of the small community. Opinion is divided as to whether this is a more acute problem in the small village than in the city. Substantial agreement can be reached in the recognition that the problem is big enough either place.

Mr. J. R. Boardman offers herewith a suggestion which rings true:

“The problem of vitalizing the Scout oath and law and of getting them into the warp and woof of the boy's character is the most important problem in Scouting. Unless this is done all else does not avail. He must become moral. He must develop a real spiritual life. While it is not the province of Scouting to teach creed or dogma it is the business of every adult who is a part of the local troop organization to make his own relationship to the boy contribute to the development of a genuine vital moral and religious life.

“The rural Scoutmaster must be a real man; given that, the problem is in a fair way to be solved. But the best of them must be helped. The troop committee, the institution back of the troop, these agencies must ‘stay up his hands’ by cooperative service. It is not enough to wish him well, to say one's prayers for his success. They must work with him, shoulder to shoulder, brain to brain, heart to heart. **Scouting is not merely training boys to serve a community, it is also training a community to serve boys.**

“Experience has shown that the best work through Scouting can only be done when councils of the best men of the community are organized to promote the movement

by making available employed supervision. Experimentation by the National Council has demonstrated, however, that the bringing together of the leading citizens of a county or larger area and the organization of a County or Area Council and the employment of a Scout Executive is an absolutely practical and economical method of furnishing high grade service to the boys of every community within the territory covered. It has been estimated that local council service can be brought to the entire country through this type of organization. The National Council through its field department stands ready to furnish plans and cooperation to accomplish this development in every organized Scout district."

The Scout Movement is at present, and has been for the past two years, engaged in a very rapid development of Councils which include an entire county or groups of counties. These county or area councils are developing unique problems of administration. They are bringing the movement rapidly in relation to the smaller communities and to the open country.

Upon the Rural Scoutmaster, however, rest the responsibilities and rewards of being a real leader, of developing local cooperation, of serving and enriching the life of his community, and of pointing his boys to ways of realizing plans for useful living which he has stimulated them to build.



CAMP DELMONT BOAT HOUSE
Delaware and Montgomery County Council

PIONEER SCOUTS

The Pioneer Scout Division is for boys who live on farms, ranches, plantations or in other places where there are not enough boys of Scout age to form troops.

Scoutmasters and other Scout officials should recommend the Pioneer Scout Division to members of troops who may remove to places where there are no troops for them to join. This will keep them in the Boy Scout Movement over critical periods when they are forming new associations.

In a small town where there is but one troop, its members may become Pioneer Scouts if, for lack of leadership, the troop enters a period of temporary inactivity.

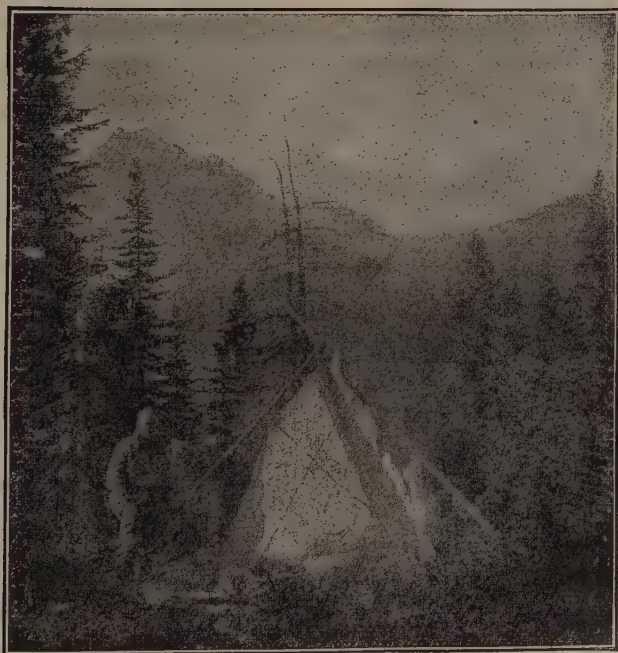
Adults who are interested in individual boys living in isolated conditions will be glad to know about Pioneer Scouting. A big brother, an aunt, uncle or a friend could change completely the current of a lonely boy's life by introducing him to Scouting and writing him letters to encourage him in making the most of it.

Pioneer Scouts register directly with National Headquarters. The Chief Pioneer Scout supervises their work and gives such personal instruction and advice as is not available in their own localities.

The Pioneer's application for registration must be approved by a parent or guardian. His teacher, pastor or employer must certify that it is impracticable for the applicant to become an active member of a troop, and that the applicant personally has appeared before him and proven to his satisfaction that he, the applicant, is qualified as a Pioneer Scout according to the official requirements and has passed the tests prescribed for a Tenderfoot Scout. The teacher, pastor or employer further agrees to conduct the second class and first class examinations called for in the regulations.

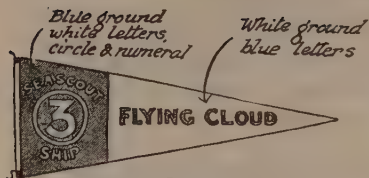
The Information Bulletin about Pioneer Scouts is sent to any address free of charge. It contains the Scout Oath and Law, illustrations of the badge, sign and salute, information concerning the United States Flag, pictures of knots that every Scout should know, diagrams showing what to do in ice accidents and at fires, and directions for becoming a Pioneer Scout.

For information bulletins and application blanks address Chief Pioneer Scout, Boy Scouts of America, 200 Fifth Ave., New York City.

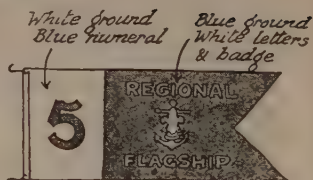


A "PIONEER"

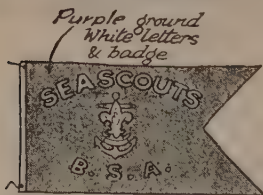
FLAGS



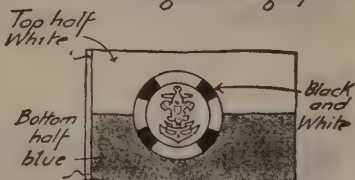
3rd class-SHIP



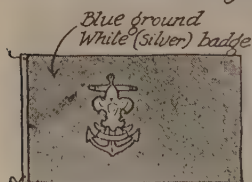
Regional Flagship



National Seascout Flagship

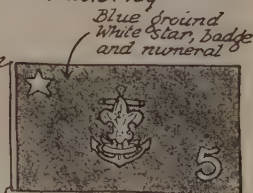


Pilot's Flag

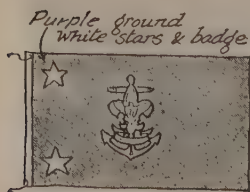
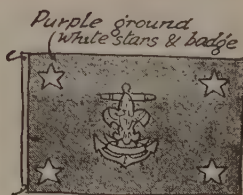


Portmaster's Flag

NOTE:—
DETAILS
OF BADGES
TO BE
WORKED
IN BLUE
THREAD
OR YARN



Commodore's Flag

Seascout
Director's FlagChief Scout Executive's
Flag
(Chief Pilot)

Note:— Rectangular flags are land flags.

CHAPTER XX

SEAScoutING

ORGANIZATION

NATIONAL

The Seascouting Department as a part of the Boy Scouts of America is operated just as are all of the other departments under the authority of the National Council through its Executive Board and the Chief Scout Executive. The Seascouting Department has a director known as the "National Seascout Director." There is a Committee on Seascouting, known in the program as the "National Seascout Shipping Board," which serves as an advisory committee to the Executive Board in all matters pertaining to the Seascout Department. This committee has a number of advisors and counsellors known as Sea Chiefs and Honorary Commodores (certain Naval officers and other representative men interested in the Seascouting program for scouts and certain members of the merchant marine and other citizens).

The Chief Scout Executive is the "Chief Pilot" and the Regional Scout Executives are "Regional Pilots." Heads of other departments of the National Council are related to the seascout program in the same measure as to all Boy Scouts. Thus it is that Seascouting is an integral part of the Boy Scout Program.

LOCAL

The Seascouting Shipping Board

This is a committee of the local council and corresponds in function to a "committee on camping," for instance. This committee has a squadron pilot (scout executive or commissioner) and an executive officer, the portmaster, who ranks as a deputy scout commissioner and reports to the squadron pilot. This committee is made up of at least three representative citizens, preferably men with some seafaring experience and seamanship knowledge. Seascout work in a given community is under the supervision of this board administered by the local council. The seascout shipping board must approve all promotions of Seascout officers and Seascouts after a personal examination of the candidates. It recommends those who are successful to the court of honor for the award of flags and insignia. The chairman of this board is given the title of Commodore.

In a community where there is no local council, the duties of the local shipping board are added to those of the ship committee, one member of which becomes the portmaster.

The Portmaster

He is a member of the Shipping Board and its executive officer. He is usually a man of fair seamanship experience who is capable of handling the Seascout Program. He works with the squadron pilot (scout executive) in accordance with the established policies of the local council and Seascout Department. Seamanship and seascouting problems are likely to arise and, where too baffling for local solution, may be referred to the Seascout Department at National Council Headquarters, where no pains will be spared to settle the point at issue.

Where only one or two ships are "in commission" (i. e., registered), the pilot may act as a portmaster for a time. Seascouting, however, is a big game and will require careful supervision.

Responsibilities of the Seascout Shipping Board and Portmaster Are:

1. To examine skippers and mates as to fitness to hold commissions.
2. To pass on all floating equipment as seaworthy.
3. To see that no bad or slack seamanship is practised (boat keeping, stowage of property, dangerous practices, insufficient or useless equipment, etc.—this means inspection).
4. To carry out, so far as possible, all seascout regulations regarding uniforms, requirements and so forth.
5. In general, the seascout shipping board should share the work of helping seascout ships to make good, and should hold it a bounden duty to see that flags are hoisted when the time and occasion demands, that chevrons are worn only when duly earned, and that scout ideals of courtesy and obedience, cleanliness and honesty, loyalty and honor are upheld. The Scout Law is the law on every ship.

THE SEASCOUT PROGRAM

First Steps In Its Organization

1. **The local council** appoints the local seascout shipping board. Where there is no council, a ship committee is appointed through the key men of the community, to act as "troop committee" or guardians of any acquired property, and as advisors to the shipper. One member of the Shipping Board is the Portmaster. These applicants are approved by the Chief Pilot, and commissions issued.

2. **The local seascout shipping board** applies to the National Council for and receives "shipping board papers." (Special blanks are provided wherein this committee pledge themselves to see "all secure and shipshape" in their seascout area.)

3. **The portmaster**, conferring with his pilot, goes to work organizing ships in his area.

4. **Ships' companies** with their ship committees may be organized in connection with churches, high schools, boys' clubs, boys' institutions, boat and yacht clubs, commercial and industrial organizations and by interested groups of citizens. The ship committee and skipper report to their home institution as well as to the portmaster and the local shipping board.

The organization and administration of the Seascouting program follows the exact procedure of the National Council as applied to the regular Scouting program.

5. Charters.

(a) Institution.

For the organization of ships' companies, "charters" may be granted to institutions upon application from the duly constituted authorities of such institutions upon blanks provided for this program by the Seascout Department. Such applications shall obligate the institutions to provide adequate facilities, supervision and leadership for at least one year and to make an effort to provide the boys in the ship's company with an opportunity to fulfill the seascout requirements of camping and cruising.

(b) Independent.

While the organization of ships with existing institutions shall be preferred, when the conditions warrant, a charter may be granted for the organization of a ship independent of any relationship with an existing institution, provided, however, that the applicants are citizens of the United States and men of high moral character, whose interest is primarily that of helping boys through the seascout program; and who shall have the resources to provide the necessary facilities, supervision and leadership. In such cases the obligations for the applicants for a charter shall be the same as those required of institutions.

The Ship Committee

Each chartered ship of the Boy Scouts of America shall be under the supervision of a "ship" or boys' work committee, consisting of three or more male citizens of the United States, twenty-one years of age or over, selected by the institution with which the ship is connected, or in the case of an independent ship, of those who make application for a ship's charter, one of whom shall be designated as chairman.

The Ship Committee Shall Be Responsible For:

1. The selection of a skipper and one or more mates.

2. Providing proper facilities for ship's headquarters.

3. Conferring with the skippers from time to time on questions of policy and regulations affecting the proper interpretation of Seascouting and the requirements of the institution with which the ship is connected.

4. The observance of the rules and regulations of the National Council of the Boy Scouts of America.

5. Encouraging the skipper, mates, and members of the ship's crew in carrying out the Boy Scout Program.

6. The operation of the ship in such a way as to insure its permanency.

7. The finances, including the securing of adequate support and the proper disbursement of funds.

8. Ship's property and equipment.

9. Securing suitable opportunity for the ship's company to carry out the boat cruising requirements as provided in the plan, with adequate facilities, and supervision.

10. Assuming active direction of the ship in case of the inability of the skipper to serve, until his successor has been commissioned or appointed.

SKIPPERS AND MATES

In immediate control and direction of the seascout ship is the Skipper. He must be at least twenty-one years of age, a citizen of the United States, and if possible should have had some sea experience. He is regularly commissioned by the National Council through the Seascout Department under the same regulations as apply in the case of scoutmasters.

He is in full charge of the ship and is held responsible for the safety, happiness and success of the ship. All programs, courses, sailing plans, as previously determined upon by the National Council, are to issue from him personally or by direction through his officers, by virtue of the responsibility placed in him.

The Mate is the second in command. He is the assistant to the Skipper, corresponding in rank to assistant scoutmaster. He must be at least eighteen years old. Through the Mate, the policies of the ship are duly administered under the direction of and supervision of the Skipper. In the absence of the Skipper the Mate acts for him.

REGISTRY OF SHIPS

A seascout ship can be registered only through the local seascout shipping board or a ship committee. If there is a local council, the shipping board is simply a sub-committee of that body, and is appointed by it. Where there are no local councils the work of the shipping board is an added duty of the ship committee, which corresponds to the troop committee of the land troop. A land troop changes into a ship on the recommendation of this board or ship committee.

A seascout ship is not in commission until all papers are correctly filled out and filed with the National Seascout Department at the National Council office, 200 Fifth Avenue, New York City.

For registering a new seascout ship use Form 690 (which is the regular land scout troop charter blank). For re-registering use Form 691. When registering for the first time skippers should be careful to see that all of the data called for on Form 690 are given. The application must indicate the name of the ship and the numerical designation which it bears in the council in local community series of troop numbers. A new seascout ship registered exactly as if it were a land troop and the minimum registration fee must be paid in every case.

SCOUTS TRANSFERRING TO THE SEA-SCOUTS FROM ANOTHER TROOP, AFTER THE SHIP HAS BEEN REGISTERED, DO SO IN THE SAME MANNER AND AT THE SAME PRO-RATA RATE AS IF TRANSFERRING FROM ONE LAND TROOP TO ANOTHER.

The papers must be duly signed and countersigned by representatives of (1) the local council, (2) local seascout committee, (3) the ship, as a guarantee to the National Council that the seascout regulations will be carried out in good faith. This is a pledge to parents, guardians and boys alike and distributes responsibility for the permanency and safety of seascout ships.

HOW TO BECOME A SEASCOUT

Any boy over the age of fifteen may become a Seascout; and for the purpose of this program boys are grouped in three classes:

- A. Boys who have never been in Scouting.
- B. Boys who are or have been Scouts.
- C. Boys who are Seascout Reservists.

Any boy who comes under the heading of A must:

- (1) Become a Tenderfoot Scout, which requires that:

- (a) He must know the Scout Oath and Law, Motto, Sign, Salute and the significance of the Badge.

- (b) Know the composition and history of The Flag of the United States of America, and the customary forms of respect due to it.
- (c) Tie the following knots: square or reef knot, sheet-bend, bowline, fisherman's knot, sheepshank, slip, clove hitch, timber hitch and two half hitches.
- (d) He must formally subscribe to the Scout Oath and Law.
- (2) He must take the Sea Promise which is found in the HANDBOOK FOR BOYS.
- (3) He must demonstrate the proper method of using the life-belt and life-buoy.
- (4) Write an article of at least 200 words on the Sea History of the United States.

NOTE: Having complied with all these tests before a scoutmaster, skipper or other scout official, he is now a Cabin Boy.

- (5) Having received his parents' written consent to join a seascout ship, the Cabin Boy makes application, and, if accepted by the skipper, he is registered as an Apprentice Seascout.

Any boy who comes under the heading of B must:

- (a) Comply with (2), (3), and (4). He will then be a Cabin Boy.
- (b) He then applies for membership in a seascout ship as in (5) above, and becomes an Apprentice Seascout.

He, however, will be given credit in his seascout work for the requirements he has passed as a land scout.

Any boy who has attained the rank of C, Ordinary Seascout Reservist (see Manual for Seascouts), may join a seascout ship as an Ordinary Seascout by fulfilling the conditions in (5) above.

If there is no seascout ship already registered in the vicinity, it will be necessary to have at least nine cabin boys before a ship can be started. This group of at least nine cabin boys will then call on the local scout executive or local council for help in forming a seascout ship. The local scout council, or a committee designated by them for that purpose, will endeavor to form a Ship Committee, consisting of three or more male citizens of the United States, at least one of whom should have had some seagoing experience. This Ship Committee, with the help of the local scout council or their committee, should find a skipper. It is very desirable, but not essential, that the skipper have some seagoing experience.

This minimum unit of nine Cabin Boys can now register as Apprentice Seascouts. The maximum number of boys in one ship is thirty-six boys.

REQUIREMENTS

Requirements For Apprentice to Ordinary

The apprentice seascout wears his white working uniform and white hat and is a member of the ship's company, with definite duties. He passes the regular second class scout requirements in the course of his program, and if he has already passed them up in his scout work, is credited with them.

1. The scout must have been an apprentice seascout for three months before he is eligible to take the examinations for the rank of ordinary.

2. Elementary first aid. He must know the general directions for assisting shipmates aboard a vessel or on shore. He must demonstrate the treatment for fainting, shock, bruises, cuts and scratches, burns, how to carry the injured, and elementary use of the triangle. (See HANDBOOK FOR BOYS.)

3. He must know the alphabet of the Semaphore or General Service (International Morse) Code and

how to apply it to either flags, sounds or other methods possible on the waterfront. (See HANDBOOK FOR BOYS and Merit Badge pamphlet on Signaling.)

4. He must, after one minute observation, describe the boats on the anchorage as to type.

5. He must go a mile in twelve minutes at scout's pace—about fifty steps running and fifty walking, alternately. (See HANDBOOK FOR BOYS.)

6. He must make a fid. (See Manual for Seascouts, Section One, Chapter on Marlinspike Seamanship.)

7. He must prove his ability to build a fire in the open, using not more than two matches, care for this fire and put it out properly.

8. He must cook one-quarter pound of meat and two potatoes without any cooking utensils. (See HANDBOOK FOR BOYS and Merit Badge pamphlet on Cooking.)

9. He must have earned and deposited at least one dollar in a public bank, and will receive credit for personally earned premiums paid on life insurance.

10. He must know the sixteen principal points of the compass.

NOTE: When he has completed this much of the test, if he has not previously been a scout, he is entitled to the rights and privileges of a second-class scout, by conforming to the usual requirements of the local council (see HANDBOOK FOR BOYS), but he has a great many more things to do before he can call himself an ordinary seascout.

11. He must know weather lore. (See Manual for Seascouts, Section One, Chapter on Navigating.)

12. The standard swimming test must be passed as a requirement for going afloat. The requirements for this test follow:

- (a) Swim 100 yards, using two or more kinds of strokes.
- (b) Swim 50 feet, using the back-stroke.
- (c) Perform a straight front-dive or racing-dive in good form.
- (d) Recover an object in 6 to 8 feet of water, by surface dive.

NOTE: If taken before a senior member of the Red Cross Lifesaving Corps, a swimmer's button is given free by the local Red Cross Chapter.

13. He must know the names of the different types of rowboats, and the parts of boats under oars, as well as the parts of an oar as given in the Seascout Manual, and be able to make a recognizable sketch of any of the types of boats called for. (See Chapter 2, Section 1, Manual for Seascouts.)

14. He must be able to carry out any of the orders for handling rowboats as explained in the Manual for Seascouts (Study Bluejackets' Manual, Navy Boat Book and Manual for Seascouts).

15. He must be familiar with the drill tactics for the school of the squad from the Scout Manual of Drills and Customs.

16. Every apprentice seascout must have some experience in assisting in the building and repair of a workable boat.

17. He must know the rules of the road adapted to rowboats and canoes encountering motor, sail or steam craft. He must be able to illustrate problems with models. (See Manual for Seascouts, Chapter on Navigating, Section 1.)

18. He must be familiar with the lights required for rowboats, canoes and motorboats and be able to interpret them, for his own safety, when afloat at night. (See Manual for Seascouts, Chapter on Navigating, Section 1.)

19. Study the billet system and be prepared, when called upon, to use his specialties in three selected billets.

20. Make a week-end cruise alongshore in row-boat or canoe, under instruction, and make a proper report of the same in a "log."

21. In rope work make a three-strand eye splice, a back splice, a short splice and a grommet. Whip the end of the rope with a needle and thread.

22. Know the minimum safety requirements for a hike-camp swimming period. (See Swimming and Water Safety pamphlet.)

23. Must know Abandon Ship Drill for rowboats. (See Manual for Seascouts, Chapter on Emergency Drills, Section 1, Part 1.)

24. Name three types of anchors. Name the parts of a portable anchor. Explain a shackle and swivel.

25. He must know Sea History, from the earliest times to the close of the 15th Century. (See Manual for Seascouts, Part 1, Section 1.)

26. He must know six water fowl.

Requirements for Ordinary to Able Seascout (Including First Class)

These requirements include all of those of the First Class Scout and the seascout may receive his first class award upon the completion of the first thirteen requirements to the satisfaction of his local court of honor. Should the seascout have come into his ship as a first class scout he will naturally be so much nearer his goal and be able to qualify with greater ease in the seagoing equivalents of the first class requirements.

1. A seascout must serve six months as an ordinary seascout before he is eligible for the rank of able seascout.

2. Fully dressed in shoes, trousers and jumper or coat, he must be able to swim 50 yards (See Manual for Seascouts, Chapter on Swimming, Section 2) for his Skipper or Portmaster.

3. Must submit evidence of having earned and deposited at least \$2.00 in the bank. Premiums paid on life insurance, if earned, are accepted.

4. He must demonstrate his ability as a signaler by sending and receiving a message thirty letters per minute by Semaphore, or sixteen letters per minute by the General Service Code, which is also known as International Morse. If possible the signaling should be done from boat to boat or boat to shore. (See Manual for Seascouts, Chapter on Signaling, also HANDBOOK FOR BOYS, and Merit Badge pamphlet on Signaling.)

5. He must submit a log and chart of an actual cruise covering at least seven miles and return. On this trip the seascout must cook at least one meal.

6. Advanced First Aid. Demonstrate methods of panic prevention, what to do in case of fire, ice, electric and gas accidents; what to do in case of a mad dog bite or snake bite. Demonstrate the treatment for a fracture, poisoning, fainting, apoplexy, heat exhaustion, frost bite and freezing; also demonstrate the treatment for sunburn, ivy poisoning, bee stings, nose bleed, earache, grit or cinder in the eye, stomachache; demonstrate artificial respiration, also bandaging. Every seascout must be an expert in the Prone Pressure method of resuscitation, and should pass the Junior Lifesaving Test as follows:

- (a) In deep water, disrobe and swim one hundred yards.
- (b) Surface dive in six to eight feet, recovering an object three times and a ten-pound weight once.
- (c) Correct approach and cross chest carry, thirty feet.
- (d) Correct approach and head carry, thirty feet.
- (e) Correct approach and hair or arm-lock carry, thirty feet.
- (f) Sixty foot approach, and tired swimmer's carry, thirty feet.
- (g) Release double grip on one wrist, to left and right.

- (h) Release front strangle-hold, left and right.
- (i) Release back strangle-hold, left and right.
- (j) Prone Pressure method of resuscitation—one and one-half minute demonstration.

7. A seascout must be able to prepare and cook, both in the open and in a galley, any two of the following dishes called for: Eggs, bacon, hunter's stew (or chowder of fish or shellfish), fish, fowl, game, pancakes, hoecakes, biscuit, hardtack or twist, bacon on a stick. He must explain to another boy the method followed. (See HANDBOOK FOR BOYS and Merit Badge pamphlet on Cooking.)

8. He must read a chart correctly, covering both land and water markings, and draw a rough sketch chart of a designated section of waterfront, indicating the land marks, channel marks, obstructions, landings, etc. Point out compass directions without the help of the compass. (See HANDBOOK FOR BOYS.)

9. He must make a model of a small sailing boat.

10. He must be able to judge distance across the water, size, number and height and weight of objects used on or near the water, within twenty-five per cent of accuracy with reference to nautical objects. For instance, after observing a harbor for a certain number of minutes, he must turn away and write the number and kind of ships, their approximate location and distance from each other, height of the masts or buildings on the piers and the weight of anchors or cases being loaded or unloaded, where the Portmaster can verify the accuracy.

11. He must be able to describe from observation ten species of trees or plants (including poison ivy) by their bark, leaves, fruit or scent; or six species of wild birds by their plumage, notes, tracks, or habits; or six species of native wild animals by their form, color, call, tracks or habits; or ten water fowl, ten fish, ten water plants, or ten water insects.

He must be able to find the North Star and name and describe at least three constellations of stars.

12. As a seascout is a thoroughgoing scout, he must show satisfactory evidence to his skipper that he has put into practice in his daily life the principles of the Scout Oath and Law.

13. He must enlist a boy trained by himself in the requirements of an apprentice. (N.B.—This completes the First Class Requirements.)

14. He must know fire drill aboard ship. (See Manual for Seascouts, Emergency Drills, Section 2.)

15. He is required to know the general ship etiquette and customs as given in the Manual for Seascouts.

16. He must make a tapered eye splice, a chain splice, three-strand long splice. Make a seabag 36 inches long, with a round bottom, the diameter of the bottom being 13 inches. Using palm and needle, demonstrate the round stitch, the flat, overhand and herringbone stitches as explained in the Manual for Seascouts.

17. Learn the Beaufort Scale of wind velocity and indicate to his skipper at least two different types of wind by the surface ripples on different occasions. (See Manual for Seascouts, Section 2, Navigating.)

18. He must be able to explain the use of the lead line and its markings. (See Manual for Seascouts, Section 2, Navigating.)

19. He must be able to identify the following types of sailing vessels: sloop, ketch, yawl, schooner. Draw a fore-and-aft mainsail and indicate the parts. Be able to explain stays, halliards, mainsheets, topping lift. (See Manual for Seascouts, Chapter 2, Section 2.)

20. He must be able to handle a small boat under fore-and-aft sails under various conditions of wind and weather. Make a proper landing or pick up mooring.

21. He must be able to explain the method of laying out lifelines on a bathing beach. (See Water Safety Pamphlet.)

22. Rig practical shearlegs capable of lifting an engine out of a boat or raising the stern of a boat, and demonstrate their efficacy by raising a barrel of water from the ground or from the small boat alongside to the dock or deck.

23. Draw sketches of the International Code Flags, coloring with crayons or paints, and make similar sketches of the Weather Bureau Flags.

24. Demonstrate ability to handle the ship's company in a platoon drill in foot work.

25. He must make a long cruise, preferably on a sailing vessel, under competent instruction, covering two weeks. The number of miles covered in that time will be credited to his cruising certificate. If a series of week-end cruises are combined to cover the two weeks, no single trip of less than twenty-five miles will be counted, and from Saturday afternoon to Sunday night will be counted as one day. No cruises of less than twenty-four hours will be credited on the long cruise certificate. To receive credit, a certificate from the master of the vessel or the seascout's direct superior officer is to be secured as evidence of the completion of this requirement.

26. He must turn in report of twelve hours' service as a lifesaver, swimming instructor, demonstrator.

27. He must qualify in the work of two or more billets, according to the seascout billet plan.

28. He must be able to recognize the markings on buoys.

29. He must be familiar with the operation of the ship log and compass, and understand the markings on the sounding lead to 30 fathoms.

30. He must have a general knowledge of cordage, rigging, and ground tackle. He must rig a luff tackle, a gun tackle, and mouse a hook.

Requirements From Able Seascout to Quartermaster (Star, Life, or Eagle Scout)

1. To become a Quartermaster the seascout must have served at least one year as Able, and must have attended at least two-thirds of the meetings of the ship's company held during the six months preceding his examination.

2. He must be able to teach the work under oars, and under sail, of the apprentice or ordinary grades.

3. He is required to teach at least one other member of the crew to qualify in each of the two billets in which he has specialized.

4. He must be seventeen years of age and must pass the senior lifesaving requirements (U. S. Standard tests as outlined in A. R. C. 1005).

5. He must be able to show twenty-four hours' service as a lifesaver under the definition of service given in A. R. C. pamphlet 1005.

NOTE: He is eligible for the service medal awards given by the Red Cross Lifesaving Corps after two hundred hours' service in two years and for lives saved.

6. He must make a long cruise, preferably on a steam vessel, under competent instruction, covering two weeks. The number of miles covered in that time will be credited on his cruising certificate. If a series of week-end cruises are combined to cover the two weeks, no trip less than twenty-five miles will be counted, and from Saturday afternoon to Sunday night will count as one day. No cruise of less than twenty-four hours will be credited on the long cruise certificate. To receive credit a certificate from the master of the vessel or the Seascout's direct superior officer is to be secured as evidence of the completion of this requirement.

7. He must be able to rig a sloop, and if no practical craft is available, demonstrate this ability by a working model or drawing showing the methods as called for.

8. He must be able to operate a simple marine gas engine.

9. He should demonstrate his familiarity with the bridge steering gear, proper signals for whistle and engine room, and the proper rules of the road as exemplified by moving vessels.

10. He should qualify for the Seamanship Merit Badge as revised and if he has already done so as a First Class Scout he will review the requirements.

11. He must know the use of nautical instruments for navigation, explained in the Manual for Seascouts.

12. He must qualify for an examination in sea history. (See Manual for Seascouts, Part 1, Section 3, Chapter 1.)

13. He must qualify for an examination in Commercial Geography.

14. He must demonstrate his ability to handle the ship's company in foot work in the School of the Troop from the Manual of Drills and Customs, B. S. A.

15. He shall have superintended the hauling out for repairs or winter storage of at least one of the boats of the ship.

16. He must superintend the fitting out and launching of at least one of the ship's boats, either in the spring or after temporary repairs.

17. Direct a group in rigging up a breeches buoy apparatus for taking a person ashore from a wreck or from one boat to another.

18. He must have served as steersman on at least five trips and this should include boat under oars, under sail and under power.

19. He must have a general knowledge of steamship routine and customs. (In Manual.)

20. He must know the general pilotage rules and the specific rules applying to the harbors of the U. S. which he has entered or of the harbor in

which he is located. If he is not located on a harbor, he should report on the nearest one to his home port (U. S. Pilot Rules).

21. From material in the Manual for Seascouts he should explain the elementary principles of stowage on a cargo vessel, and direct the stowage of a seascout boat load of equipment for a 'longshore cruise.

22. From material in the Manual for Seascouts he should explain the meaning of "Plimsoll Marks."

NOTE: It is recommended that every Seascout Quartermaster become an Eagle Scout, which is the highest rank in Scouting.

The following merit badges have an important bearing on Seascout training and should be secured as rapidly as possible.

Astronomy	Interpreting
Blacksmithing	Life Saving
Bird Study	Machinery
Bugling	Pioneering
Camping	Photography
Carpentry	Personal Health
Cooking	Public Health
Craftsmanship	Plumbing
Electricity	Radio
Firemanship	Swimming
First Aid	Signaling
First Aid to Animals	Seamanship
Handicraft	Safety First
	Surveying

UNIFORMS AND INSIGNIA FOR SEASCOUTS

Apprentice Seascout Uniforms and Insignia

Undress white sailor uniform, consisting of jumper, trousers, hat, undershirt (white cotton), blue neckerchief and black shoes. When the weather is cold or when desirable, a blue sailor uniform with two white stripes on the collar and sleeve

UNIFORMS AND BADGES

INSIGNIA FOR SEASCOUT RIGHT SLEEVE AND HAT

The wearing of the sleeve insignia on the white uniform is optional



Apprentice



Ordinary



Able

Chevron.

Belt trousers and leggings (canvas)

When white suit is worn there is no braid on collar or cuffs. Two white braids on blue uniform

BOY SCOUTS OF AMERICA

Blue letters on white. White letters on blue.

Blue neckerchief



Sky blue

White

Red

Water

dark blue

LONG CRUISE BADGE

F

Silk embroidered letter

(Regl. Flagship - Gold
Natl. Flagship - Silver)

Skippers & Officers above,
Silver strap
SILVER CUFF BRAIDS (Both sleeves)

$\frac{1}{4}$ " Mate

$\frac{1}{2}$ " Skipper

1" Portmaster

$1\frac{1}{4}$ " Pilot

2" Commodore

2" Seascout Director

$\frac{1}{2}$ " Chief

2" Pilot

Blue coat

Blue or white trousers

Quartermasters & Males
Black strap

Blue tie

BOY SCOUTS OF AMERICA
4 Silver (Anchor) buttons



Long cruise Badge
Additional stripes
for 2nd & 3rd
cruises



Metal
Badge
on cap

$\frac{1}{8}$ "

Embroidered Badge
on each sleeve
For Q.M's, Males,
and all officers

Note: $\frac{1}{4}$ " space between
cuff braids
2" from bottom of
lowest braid to edge
of cuff

may be worn. However, it is recommended that all of the group wear the same color uniform on duty. Leggings may be worn if desired. The apprentice wears the apprentice pin on the front of his hat. The words "Boy Scouts of America," are worn on the right breast of the blouse (in position indicated in the accompanying sketch) on a level with a line directly over the left breast pocket. Blue letters are worn on white uniforms, white letters on blue. The apprentice badge (blue on white uniform, white on blue uniform) is worn on the right sleeve, midway between the elbow and shoulder.

The apprentice badge is the tenderfoot scout badge superimposed upon the anchor.

Ordinary Seascout Uniform and Insignia

Same as for Apprentice Seascout, except that on his hat he now wears the Ordinary Seascout pin, which is the second class badge superimposed upon the anchor, and on the right sleeve the badge of the Ordinary Seascout.

Able Seascout Uniform and Insignia

Same as for Apprentice Seascout, except that one blue chevron is now placed below the seascout badge on the right sleeve, half way between the elbow and the shoulder. He wears the seascout pin on his hat. This pin is the first class badge, superimposed upon the anchor. He wears the seascout badge on the right sleeve. Having made a long cruise he also adds the long cruise badge, half way between elbow and shoulder on the left sleeve.

NOTE: It is optional with Apprentice, Able and Ordinary Seascouts, whether they wear the badge of their respective ranks on the right sleeve.

Quartermaster Uniform and Insignia

Double-breasted blue serge or broadcloth coat with four silver buttons, two on each side, on which the Seascout badge is stamped; blue serge or broad-

cloth trousers, without cuffs; white shirt, white collar, blue four-in-hand tie; officer's cap with seascout pin and black chin strap. The officer's cap is the same as a "Yachtsman's cap" with seascout insignia on the front. He wears the white seascout badge (new) on each sleeve, two inches from the end of the sleeve. The words "Boy Scouts of America" in white letters, are inserted on the right side of the coat, slightly above the position a right hand breast pocket would occupy. White duck trousers may be worn in summer.

Mate Uniform and Insignia

The uniform worn by the Mate is the same as that of the Quartermaster, except that a stripe of silver braid, one-quarter inch wide, is worn underneath the seascout badge, all around the sleeve, the bottom edge of the braid being two inches from the edge of the cuff.

Skipper Uniform and Insignia

The uniform worn by the Skipper is the same as that worn by the Quartermaster, except that he has a one-half inch silver stripe around the sleeve, the bottom edge of the stripe being two inches from the edge of the cuff. He wears a silver chin strap on his cap.

Portmaster Uniform and Insignia

The uniform worn by the Portmaster is the same as that of the Skipper, except in the sleeve stripes. The Portmaster wears one one-quarter inch and one one-half inch sleeve stripe on each sleeve, one-quarter inch apart, the lower edge of the bottom stripe being two inches from the edge of the cuff.

Pilot Uniform and Insignia

The uniform of the Pilot is the same as that of the Skipper, except that he wears two one-half inch silver stripes, one-quarter inch apart, around each sleeve, two inches from the edge of the cuff as stated above.

Commodore Uniform and Insignia

The uniform of the Commodore is the same as that of the Skipper, except that he wears three one-half inch silver stripes, one-quarter inch apart, around each sleeve, two inches from the edge of the cuff as stated above.

Seascout Director Uniform and Insignia

The uniform of the Seascout Director is the same as that of the Skipper, except for the sleeve stripes. The Seascout Director wears a two-inch silver stripe around each sleeve, below the seascout badge. The bottom edge of the silver stripe must be two inches from the edge of the cuff.

Chief Pilot (Chief Scout Executive) Uniform and Insignia

The uniform of the Chief Pilot is the same as that of the Skipper, except for the sleeve stripes. The Chief Pilot wears one one-half inch silver stripe and one two-inch silver stripe, one-quarter inch apart, around each sleeve, the lower edge of the bottom stripe being two inches from the edge of the cuff.

CLASSES OF SHIPS, GROUP PROMOTION

There are three classes of ships.

Third Class Ship (Sloop)

This ship has at least nine boys of the Apprentice Grade registered.

Second Class Ship (Schooner)

When a Sloop or Third Class Ship has a majority of the crew rated as Ordinary Seascouts or higher it becomes a Schooner or Second Class Ship.

First Class Ship (Bark)

When a Schooner or Second Class Ship has a majority of its crew rated as Able Seascouts it becomes a Bark or First Class Ship.

The Regional Flagship

In order to be eligible or selected to Region Flagship grade, of which there is but one in each region, a ship must have:

1. Twenty registered seascouts.
2. Ten per cent of the crew must be Quartermasters and must have been members of the crew for at least one year.
3. The ship must have been registered for at least one year as a First Class Ship.

The Regional Flagship will be chosen from eligible ships by competitive examinations. The ship selected will hold the flag for one year.

The members of this ship will wear the letters "R.F." in white on the left sleeve, four inches from the end of the cuff.

HOW TO ORGANIZE AND CONDUCT A SEASCOUT SHIP

There are two ways in which a seascout ship may be organized:

1. A seascout patrol, or ship within a troop.
2. Seascout ship as a troop.

(1) A seascout patrol may be organized in connection with any troop of scouts where there is a sufficient number of older boys 15 years of age or over. The patrol remains an integral part of, and is registered with, the troop exactly as the other patrols. It remains under the supervision of the scoutmaster and under the command of a patrol leader, called a coxswain. As the other members of the troop become first class scouts and are 15 years of age, they may be permitted to join the seascout patrol, forming, if necessary, a second patrol. A seascout ship is made up of one, two, three, or four seascout patrols.

(2) A seascout ship may also be organized as a separate unit made up solely of seascouts. Any boy, whether he has been a scout or not, is eligible to

join this ship. He must, however, be at least 15 years of age. Those who have not been scouts will have to pass the test for second class scout before they become ordinary seascouts, and first class scout before they become Able seascouts.

The method of conducting both classes of seascout ships is the same, and is as follows:

The unit in seascouting is the patrol, consisting of eight boys and a patrol leader called a Coxswain, each one assigned to a definite series of duties within the patrol. Each series of duties is grouped together and called a "billet."

The numbers and names of the billets and the billet marks are as follows:

1. **The Duties of the Coxswain.** He is the patrol leader and is responsible to the skipper for the proper control and conduct of the patrol. He sees that all of the scouts perform the work of their billet properly and that they report them "secure" when the meeting is over.
2. **Steward.** He is in charge of the ship's provisions and mess gear. He looks after the cooking and the serving of food, either doing it himself or superintending others in the work. He should be a competent cook. He should familiarize himself with the quantities of food and water needed for a definite period of time for a definite number of scouts.
3. **Yeoman.** He is the record keeper and the paymaster of the ship. He takes care of all the paper work and writes the Log. He keeps the accounts, collects the dues, pays the bills when properly approved by the skipper, keeps the muster of the crew.
4. **Pharmacist.** He is the First Aid expert. Sees that medical and First Aid supplies are on board ship. Must be thoroughly familiar with the steps necessary to render aid to those who are injured.

5. **Signalman.** He sends and receives signals. Must know the various codes and international flags and storm signals. Is instructor of the crew in this work. Sees that the proper flags are raised and lowered at the right time. Responsible for lamps and lights and their proper use. Should be a radio operator.
6. **Waterman.** Must be a good swimmer and life-saver, and instructs the other members of the crew in swimming. Should see that all life-buoys, rafts, life belts and jackets are in their proper place on the ship. Should see that all fire fighting apparatus is in its place.
7. **Carpenter.** Does all of the construction and repair work on the ship. Makes lockers, benches, and makes and repairs oars. Is responsible for the proper appearance of the woodwork of the ship.
8. **Machinist.** He is the mechanic of the crew. Should be familiar with the metal work and machines on the ship and know how to repair them when necessary. Should aid the carpenter in rigging ship and be thoroughly familiar with the ground tackle. He is also the electrician of the ship.
9. **Sail Maker.** Looks after all sails, tents, awnings. Sees that they are properly stowed and made up after use. He should be able to repair torn canvas and teach the crew in this work. He should be marlinspike instructor of the ship.

Each scout may advance individually through all of the grades—apprentice, ordinary and able. When a scout becomes a second class or ordinary seascout he is ranked as second class in his billet; for instance, an ordinary or second class seascout who holds billet No. 5 is ranked as a second class signalman. When he becomes an able or first class seascout and holds billet No. 8, he is called a first class machinist.

The coxswain, however, on becoming an ordinary seascout, is ranked as a boatswain's mate, and when he becomes a first class seascout he is ranked as a boatswain, as shown in the following table:

<i>Apprentice Seascout</i>	<i>Ordinary Seascout</i>	<i>Able Seascout</i>
1. Coxswain	Boatswain's Mate	Boatswain
2. 3d Cl. Steward	2d Cl. Steward	1st Cl. Steward
3. 3d Cl. Yeoman	2d Cl. Yeoman	1st Cl. Yeoman
4. 3d Cl. Pharmacist	2d Cl. Pharmacist	1st Cl. Pharmacist
5. 3d Cl. Signalman	2d Cl. Signalman	1st Cl. Signalman
6. 3d Cl. Waterman	2d Cl. Waterman	1st Cl. Waterman
7. 3d Cl. Carpenter	2d Cl. Carpenter	1st Cl. Carpenter
8. 3d Cl. Machinist	2d Cl. Machinist	1st Cl. Machinist
9. 3d Cl. Sailmaker	2d Cl. Sailmaker	1st Cl. Sailmaker

The coxswain will be selected by the members of the crew subject to the approval of the scoutmaster or skipper.

This is the most important billet in the patrol, and as the scout selected will act as the patrol leader, he must be chosen for his outstanding leadership qualities. The success of the whole patrol will depend in great part upon this leader. The other members of the patrol are then assigned to the remaining billets, according to their preferences. A scout remains in a billet until he becomes thoroughly familiar with the duties it comprises. He should have held at least two billets before he becomes an ordinary seascout, and must have held all of them before becoming a quartermaster. The coxswain, of course, remains always the leader of the patrol. Where there are more than nine boys and less than eighteen, the extra boys will form the nucleus of a new patrol.

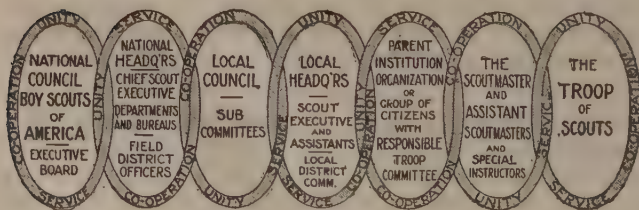
The organization of the patrol, or ship, is now complete.

"If you are going to do anything permanent for the average man you have got to begin before he is a man. The chances of success lie in working with the boy, not the man."

Roosevelt.

"The purpose of this corporation is as set forth in the original certificate of incorporation under the laws of the District of Columbia, dated February 8, 1910, and restated in Section 3 of the Charter granted by Congress June 15, 1916, as follows: "That the purpose of this corporation shall be to promote, through organization, and cooperation with other agencies, the ability of boys to do things for themselves and others, to train them in scoutcraft, and to teach them patriotism, courage, self-reliance, and kindred virtues, using the methods which are now in common use by boy scouts," by placing emphasis upon the Scout Oath and Law for character development, citizenship training and physical fitness."

Constitution of the Boy Scouts of America, Article II.

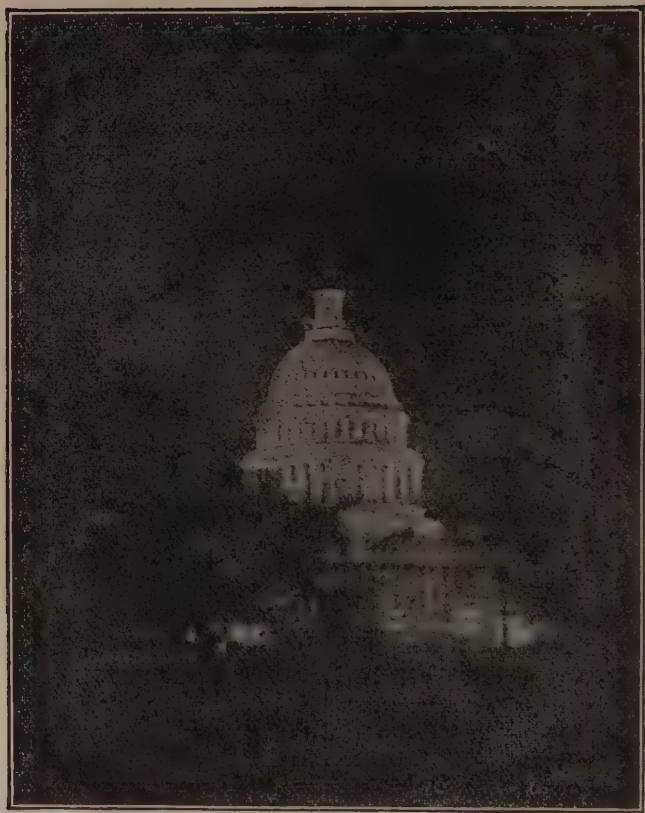


THE SCOUT CHAIN

PART III

SCOUTING—A NATIONAL MOVEMENT

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"Our fathers' God to Thee,
Author of Liberty—
To Thee we sing.
Long may our land be bright
With Freedom's holy light;
Protect us by thy might,
Great God, our King."

Samuel F. Smith
(1832)

CHAPTER XXI

SOME EARLY PAGES OF THE HISTORY AND ORGANIZATION OF THE BOY SCOUTS OF AMERICA

To adequately set forth all of the facts related to the development and organization of the Boy Scouts of America would require a volume as large as this entire book. Especially is this so because from the very outset the Movement was, as it is to-day, dependent almost entirely upon volunteer leadership for its success. To even list the names of those who have substantially contributed would require more space than conditions make possible. Therefore, it will be necessary to limit this chapter to those facts which are of value because they help to interpret and make clear the objectives of the Boy Scouts of America.

The Boy Scouts of America was incorporated under the laws of the District of Columbia, February 8, 1910, by Mr. W. D. Boyce, Edward S. Stewart and Stanley Willis.

Mr. W. D. Boyce employed the attorneys and brought together the men who participated in this initial step. It is significant that Mr. Boyce's interest was occasioned by an actual experience which he had in London typifying the basic "Daily Good Turn" principle of Scouting. While seeking a certain location in the congested part of London, a lad noticing his bewilderment, saluted and asked if he might be of service. Mr. Boyce accepted his offer and upon reaching his destination offered the boy a shilling. The boy courteously refused the offer by saluting and saying: "A Scout accepts no reward for a courtesy or good turn" Mr. Boyce

inquired as to what he meant, and the boy, expressing astonishment that everyone did not know of Baden-Powell's Boy Scouts, asked permission to take him to the headquarters of the English Boy Scout Association. This resulted in Mr. Boyce bringing with him a trunk load of literature to America and taking steps for the subsequent incorporation of the Boy Scouts of America.

Believing that the incorporation under the laws of the District of Columbia would not adequately meet the needs of an organization which promised such possibilities in service for the nation's boyhood, an effort was made to secure federal incorporation through a bill introduced March, 1910, in the House of Representatives, known as H. R. 24747, with the following named as incorporators: Mr. Frank W. Gunsalus, Mr. Charles H. Stoddard, Mr. Roy O. West, of Chicago, Ill.; E. J. Spencer, Mr. William H. Thompson, of St. Louis, Mo.; Mr. William J. Starr, of Madison, Wis.; James Gordon, of Okolona, Miss.; Mr. John A. Brashear, of Allegheny, Pa.; Mr. John J. Lentz, of Columbus, Ohio, and Mr. Colin H. Livingstone, of Washington, D. C. In the published hearings early in May before the Committee on Education, to which this bill was referred, the following statements appear:

A STATEMENT FROM THE PROCEEDINGS OF THE COMMITTEE ON EDUCATION OF THE HOUSE OF REPRESENTATIVES OF THE UNITED STATES ON H. R. 24747 — (1910, pages 9-10).

"In England, Canada, Germany, France, and Australia, the Boy Scouts, organized and directed by Lieut. Gen. Baden-Powell, has met with phenomenal success. It is an institution for instruction and training in good citizenship. During the two years since its beginning it has enrolled 350,000 boys and is rapidly growing.

There is equal need and opportunity for such an organization in the United States.

The Need

If boys are to grow into sturdy, self-reliant, productive citizens they must have much outdoor life and get the training in personal initiative and resourcefulness, keenness of perception and alertness in action, courage, cheerful obedience, ability to command, self-control, ability to do team-work and the other manly qualities than can be developed in healthy outdoor sport.

Modern conditions in homes and schools are gradually withdrawing boys from the open and we are as a nation fast losing the type of citizen that was developed on the farm and in the country schools where every boy lived much in the open, played games for the fun and adventure of the game, and relied upon his own personal initiative for success. The great majority of the men who have been the leaders of the United States, the men who are responsible for the vast progress the country has made in exploration, in invention, in development of natural resources, in commerce, in legislation, and in all arts of war and of peace have been men trained in the open, who came from the farm or country village, or if born and educated in the city have had the advantage of much country life. The great reason for this is that the boy reared in the city has too much done for him, while the boy reared in the country must do for himself. The passing away of the old-fashioned "chores" done by the boy in the home, on the farm, and in caring for the domestic animals has taken out of education a factor that no improvement in educational methods and equipment has replaced.

And then every boy of the older day played his full part in all the sports of the field and playground while the majority of the boys in the modern town or city, whether in or out of the schools, must be content with watching the games played by the regular teams, amateur or professional. The few which "make the teams" are in danger of overtraining, while the many are undertrained or not trained at all.

The Purpose

Prof. William James, in his "Moral Equivalent of War," a peace document published by the American Association for International Counciling, says:

"The martial virtues are absolute and permanent human goods. * * * So far war has been the only force that can discipline a whole country, and until an equivalent discipline is organized I believe that war must have its way."

He goes on to plead for universal peace among nations without the loss of the manly virtues that have been developed in times of great national stress. And concludes:

"The martial type of character can be bred without war. * * * The only thing needed henceforward is to influence the civic temper as past history has influenced the military."

The purpose of the Boy Scouts of America is just this: "To inflame the civic temper," to develop the virile military virtues in a nation that means to live at peace with all the world.

But it is true:

"If you are going to do anything for the average man you have got to begin before he is a man. The chance of success lies in working with the boy not the man."—Theodore Roosevelt.

"Save a man, you save one person; save a boy and you save a whole multiplication table."—John Wanamaker.

"The boys of the nation are full of enthusiasm and spirit, and only want their heads to be turned the right way to become good, useful citizens. * * * They want a hand to guide them at the crisis of their lives when they are at the crossroads where their futures branch off for good or for evil."—Lieutenant-General Baden-Powell.

The purpose of the Boy Scouts of America is to utilize the boy's leisure time under competent and sympathetic leadership, to popularize a large number of outdoor games and occupations of various sorts in which each boy can have a full share, and to provide the incentive that will attract and hold the boys by means of a compact, well-organized national body. It is the purpose to supplement all existing educational advantages and not to replace any of them.

Early in the summer of 1910 it was deemed wise to secure for the Movement a more representative and substantial backing. A conference was called of representatives from 37 different organizations having a definite interest in boy life. At this Conference Mr. Colin H. Livingstone acted as Chairman. As a result of this meeting a Committee on Permanent Organization was appointed, consisting of Mr. Ernest Thompson Seton, Chairman; Mr. Lee F. Hanmer, Secretary; Mr. George D. Pratt, Treasurer; Dr. Luther H. Gulick, Mr. Jacob A. Riis, Mr. Edgar M. Robinson, Mr. Colin H. Livingstone, Mr. Daniel Carter Beard, Adjutant General William Verbeck and Col. Peter S. Bomus. The original incorporators under the laws of the District of Columbia, under the leadership of Mr. E. M. Robinson, were persuaded to turn over to this newly organized committee all of their rights and responsibilities under the original incorporation. Men of national reputation and experience in work for boys were invited to associate themselves with the Movement as members of a National Council, which, through an Executive Board, was given full power and authority to direct the Movement.

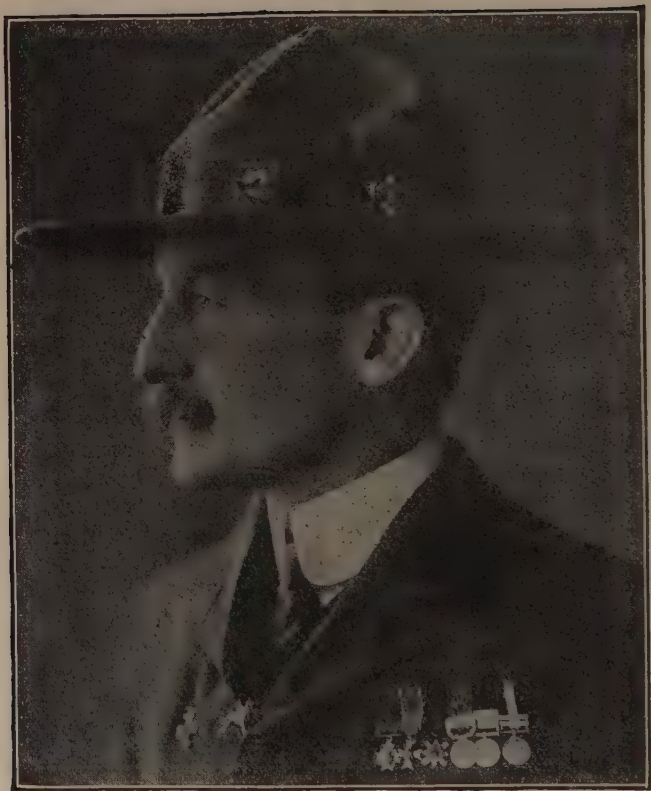
Prior to this time a great number of groups of Boy Scouts had been organized in various parts of the United States using the English literature and equipment. The publicity given to the incorporation of the Boy Scouts of America in the daily press and magazines soon made necessary the opening of a national office, which was established at 124 East 28th street, New York,, N. Y., through the courtesy of the International Committee of the Young Men's Christian Association. Mr. E. M. Robinson, the Senior Secretary of the Boys' Work Department of the International Committee, as well as other members of his staff and boys' work secretaries throughout the country, gave considerable time and effort in furnishing leadership for the development of the Movement. Through the courtesy of the Russell

Sage Foundation, Mr. Lee F. Hanmer was detailed to give considerable of his time in helping the Movement. Mr. John L. Alexander was employed as Managing Secretary to give his full time in looking after the correspondence and developing pamphlets and necessary emergency literature. Mr. Preston G. Orwig was employed as Field Secretary for extension work.

Fortunately about this time, the infant organization was honored by a visit from Lieutenant-General Sir Robert S. S. Baden-Powell. A dinner was arranged at the Waldorf-Astoria in New York City. The presence of the General and the publicity gained did much to focus the attention of the American people on the Boy Scouts of America as the real organization of the Boy Scout Movement in this country.

Unfortunately, the enthusiasm of the general public throughout the country in accepting the Scouting idea led to the development of a number of movements unrelated to each other. Happily, however, all of these organizations were led to merge in and with the Boy Scouts of America with the exception of the American Boy Scouts, which was incorporated on June 9, 1910, organized under the patronage of Mr. William Randolph Hearst. This organization was the occasion of considerable embarrassment and while it subsequently changed its name to the United States Boy Scout, it finally became necessary in 1917, after many years of the most patient effort in trying to secure amicable recognition of their rights, for the Boy Scouts of America to enter suit against the "U. S. Boy Scout" —

"that the defendant, its officers and agents and each of them be enjoined and restrained from using in its name or otherwise the words 'Boy Scout,' or 'Boy Scouts,' or the words, 'Scout,' 'Scouts,' or 'Scouting,' or any adaptation thereof." This was necessary to protect the boyhood of America from exploitation at the hands of various groups



LIEUT.-GEN. SIR ROBERT S. S. BADEN-POWELL

who might and indeed did use the word "Scout" for ends which did not involve for the boy the character development program which Sir Robert S. S. Baden-Powell had made basic in the word "Scout."

The U. S. Boy Scout alleged the existence in England of a second (*short lived*) "scout" organization which **"laid special stress upon military training and discipline,"** thus distinguishing sharply the two organizations. This meaning of the word "Scout," the "U. S. Boy Scout" sought to introduce in the United States.

The issues as developed by this suit made necessary the testimony of Lt. Gen. Sir Robert S. S. Baden-Powell as to what he had in mind in organizing the English Boy Scouts Association. The following quotations are taken from the records of the Supreme Court of New York State:

"Interrogatories to be administered to Lieutenant General Sir Robert S. S. Baden-Powell, of London, England, a witness to be examined under the commission to be issued pursuant to order entered herein on the 14th day of December, 1917 "

(in connection with the suit in which he)

as "witness, personally appeared before me on the 24th day of May, 1918, at 10:30 o'clock in the forenoon, at the American Consulate General, 18, Cavendish Square, London, West, in the city and county of London, England, and after being sworn to testify the truth, the whole truth, and nothing but the truth, did depose to the matters contained in the foregoing deposition, and did, in my presence, subscribe the same and endorse the exhibits annexed hereto."

* * * * *
THIRD: Kindly give a statement in full as to the origin of the Boy Scout Movement, making the statement as full, complete and detailed as you can.

To the third interrogatory he saith: In 1893-1894, when serving with my regiment, the 13th Hussars, I realized that the ordinary peace training of soldiers for service in the field was not sufficiently practicable, and I therefore carried out classes of training in my squadron for the men individually in Scouting and Camping. In 1897-1898, having been transferred to command the Fifth Dragoon Guards, I carried on similar training, but on improved lines, with a view to developing character, as well as field efficiency, since this was largely lacking in lads coming on to the Army from the ordinary school. My lectures and practices were collated and published in a small book, "Aids to Scouting." During the South African War, 1899-1900, Major Lord Edward Cecil, my Chief Staff Officer, organized the boys of Mafeking as a corps for general utility on Scout lines rather than those of Cadets and the experiment was an entire success. The experience taught one that if their training was made to appeal to them, boys would learn rapidly and also that boys were capable of taking responsibilities to a far greater degree than was ordinarily believed if only they were trusted.

In 1901 I raised the South African Constabulary on lines of my own, the principles of which were practically those of the Scout training applicable to men. The troop was made a small unit, in order that the Commander should be able to deal with each individual on personal knowledge of him; the system of patrols was initiated, of six men under a leader. Responsibility was thus given to the junior non-commissioned officers, and emulation between the patrols produced a good spirit to the higher standard of efficiency all around. The human side was appealed to, and the men were trusted on their honor to a very large degree in carrying out their duties. Their uniform for field work was the cowboy hat, shirt, green tie, and shorts. Badges were awarded for proficiency in different lines of work.

On my return to England in 1903 I found that, among others, Miss Mason, head of a training school for teachers, had adopted "Aids for Scouting" as a textbook for their instruction in observation and education as a step to character training. In 1904 I schemed some ideas for Scouting as a training for boys. In 1905 I had a conversation with Sir William Smith, the founder of the Boys' Brigade, as to adapting the training for boys, and I offered to write a book for them on the lines of "Aids to Scouting" as a means for enthusing the boys and giving the wider scope and greater variety to their training for citizenship.

In 1907 I held a trial camp for Scout training, Brownsea Island, at which I had boys of other schools to experiment on, and its result exceeded my expectations and prompted me to go on with the idea.

The training was based on that which I had employed with soldiers and with the constabulary, with some adaptation to make it suitable for boys, following the principles adopted by the Zulus and other African tribes, which reflected some of the ideas of Epictetus, and the methods of the Spartans, ancient British and Irish for training their boys. I also looked into the Bushido of the Japanese as well as the more modern method of John Rounds for dealing with boys, and Jahn for their physical culture, as well as those of today put into practice by Sir William Smith, Seton Thompson, Dan Beard and Jahn, more especially because he put into practice in modern times the idea of Liyy of voluntary associations of boys for improving their physique and developing their patriotism. In 1908 I brought out the Handbook of the training entitled "Scouting for Boys" in six fortnightly parts. A number of troops were started in different parts of the United Kingdom before the series was half completed. Although I had only anticipated that Scouting would be taken as an additional attraction for their boys by the "Boys' Brigade" and "Church Lad Brigade", it became evident that a separate movement was required to deal with a number of boys who were taking it up unconnected with these bodies.

In 1910 the Boy Scout Movement had grown to such dimensions, numbering 123,980, that I felt it incumbent upon me to leave the Army in order to take the Movement in hand.

FOURTH: State the conditions and facts which led to the development of the Scouting idea, giving the sources of the suggestion as to the name, program, form of organization, activities and the like.

To the fourth interrogatory he saith: With a view to making the subject appeal to boys and to meet their spirit in adventure, I held up for their ideal the doings of backwoodsmen and knights, adventurers, and explorers as the heroes for them to follow. These I grouped generally under the title of "Scouts." In their camp life, boat work, pioneering, and nature study one could find all the attractions for a boy which at the same time would be the medium of instruction. I worked it out partly from my own experience and partly from the general feeling of what was lacking in the training of the average school boy. The deficiency lay chiefly in the direction of character and general intelligence; skill of handicraft; services for others and for the state; physical development and health knowledge. The activities and practices of Scouting were, therefore, framed as far as possible to develop these attributes.

IDEALS. Honor was made the high ideal for the boys; the Scout law, on which the movement was hinged, was taken from the code of the knights.

ADMINISTRATION. Was decentralized as much as possible, since I had seen how greatly other movements were hampered by their centralization.

ORGANIZATION. The troop was purposely kept small in numbers in order that the Scoutmaster should have personal knowledge of each of his boys, this being the only possible way for developing the character of the individual. The patrol system was adopted from that of the Constabulary, and for the same reason. An extensive system of badges was instituted as in the Army and the Constabulary for excellence in different branches of work.

THE AIM. The aim of the movement was to make good citizens, and for this reason it was judged unnecessary to introduce military drill.

SEVENTH: What was your purpose in forming the Boy Scouts organization? Please state as fully as you can the ideals you had in mind, the defects in existing boys' work which were planned to be remedied and any other matters which will throw light on your purpose.

To the seventh interrogatory he saith: My purpose in forming the Scout organization was to counteract, if possible, the deterioration, moral and physical, which shortened our rising generation, and to train the boys to be more efficient and characterful citizens. The defect in existing boys' organizations was plain that they were not sufficiently attractive from the boys' point of view, nor wide enough in their scope of their training, nor sufficiently varied, to meet the changeable nature

of the boy (e. g., the Boys' Brigade made the boy's ideas partially by a semi-military organization with military drill, but the training underlying this was mainly that of the Bible Class. Boys' Clubs were generally intended to give better environments outside of the class and factory walls, but failed to supply activities sufficient to hold the boys).

Although the United States Boy Scout as defendant urged that the "plaintiff has no right to an exclusive use of either the term 'Scout' or 'Boy Scout,'" the fact was so clearly established that the Boy Scouts of America was the American development of the original English ideal and use of the word Scout that eventually judgment was given by consent protecting the Boy Scouts of America and restraining the United States Boy Scout from continuing as such.

In part this judgment of the Supreme Court of the State of New York decreed as follows:

"It is ordered, adjudged and decreed that the defendant (the United States Boy Scout), its successors and assigns, its directors, officers, agents and employes, and each of them be and they and each of them hereby are enjoined and restrained from using in its or their name or names or otherwise the words 'Boy Scout' or 'Boy Scouts' or the word 'Scout,' 'Scouts,' or 'Scouting,' or any adaptation thereof.

from using in any manner a uniform similar to the official uniform of the plaintiff; and from doing any other act intended to or the natural and probable consequence of which would be to confuse the defendant in the mind of the public with the plaintiff or with said Boy Scout movement. And it is further

"Ordered, adjudged and decreed that the defendant, its successors and assigns, its directors, officers, agents and employes and each of them, be and they and each of them hereby are enjoined and restrained from referring to themselves or any of them as successor or successors to an organization using in its name the words 'Boy Scouts' or 'Boy Scout' or the word 'Scout,' 'Scouts,' or 'Scouting.'"

The demand for information from all parts of the country compelled the hasty production of a mass of literature giving an outline of the movement. Six bulletins were written and a revised edition of the English Handbook for Boys hastily prepared under the direction of Mr. Ernest Thompson Seton. The organization will ever be under obligation to Mr. Seton for his unremitting zeal and effort to produce this book and for his willingness to send it out in an uncompleted form in order to meet the insistent requests from the field.

President Taft cordially consented to serve as Honorary President of the organization and Col. Theodore Roosevelt as Honorary Vice-President and also as Chief Scout Citizen. Honorable Gifford Pinchot consented to serve as Chief Scout Woodsman. Mr. Ernest Thompson Seton was elected as

THE EXECUTIVE BOARD



MORTIMER L. SCHIFF
VICE PRESIDENT



WILLIAM D. MURRAY



GEORGE D. PRATT
TREASURER



FRANK PRESBREY



BENJAMIN L. DOLANEY
VICE PRESIDENT



MYRON T. HERRICK



BOLTON SMITH



GEORGE D. PORTER



G. BARRETT RICH JR.



THEODORE ROOSEVELT



ARTHUR LETTS
VICE PRESIDENT



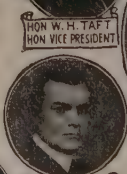
HON. WOODROW WILSON
HON. PRESIDENT



DANIEL C. BEARD
NATIONAL SCOUT COMMISSIONER



MILTON McRAE
VICE PRESIDENT



HON. W. H. TAFT
HON. VICE PRESIDENT



COLIN H. LIVINGSTONE
- PRESIDENT -



JAMES J. STORROW



ALFRED W. DATER



WALTER W. HEAD



JOHN M. PHILLIPS



CHARLES P. NEILL



ROBERT J. THORNE
VICE PRESIDENT



JEREMIAH W. JENKS



JAMES E. WEST
CHIEF SCOUT EXECUTIVE



LEWIS B. GAWTRY



J. SHERMAN HOYT

Chief Scout. Mr. Daniel Carter Beard, Adj. Gen. William Verbeck, and Col. Peter S. Bomus were elected National Scout Commissioners, in which position Mr. Beard has continued to serve.† Other men of national reputation accepted membership on the National Council. The following men were elected as representatives of the first Executive Board, with Mr. Livingstone as Chairman:

W. D. Boyce,	*Mortimer L. Schiff.
*W. D. Murray,	Seth S. Terry,
*Colin H. Livingstone,	Lucien T. Warner,
*George D. Pratt,	Lee F. Hanmer,
*Frank Presbrey,	E. M. Robinson,

And the following ex-officio members:

*Dan Beard,	Adj. Gen. Wm. Verbeck,
Ernest Thompson Seton,	Col. Peter S. Bomus.

Following a number of meetings in New York of the Executive Board and various committees thereof, during November and December, James E. West became Executive Secretary (later changed to Chief Scout Executive) of the Movement January 1, 1911, and opened up permanent headquarters in the Fifth Avenue Building. The first meeting of the National Council was held February 14 and 15 in Washington, D. C. The members assembled in the East room of the White House and were addressed by President Taft. It was the unanimous opinion of those present at this meeting that different committees should consider all phases of the

† The Boy Scouts of America has been fortunate from the very start in having as its National Scout Commissioner Daniel Carter Beard, more familiarly known by many as "Dan" Beard. Commissioner Beard, long before the organization of the Boy Scouts of America, did pioneer work through his books and magazine writing and through his organizations known as the Boy Pioneers and the Sons of Daniel Boone, in appealing to boys to follow the outdoor life and develop the qualities of sterling character. As this book goes to press a group of friends of Commissioner Beard are arranging for an appropriate celebration of his seventieth birthday. Certainly he should be recognized by every Scout and Scout official as the Dean among American out-of-doors workers with boys.

* Those starred are still (1925) members of the Executive Board. Mr. Livingstone has been Chairman of the Executive Board and President of the Movement since its inception.

Movement as it had been developed in different countries and thus determine what revisions, if any, would be helpful in the Scout Oath and requirements to thoroughly adapt them to the needs of the American boy.

These committees were the Committee on Standardization of Scout Oath and Law, Tenderfoot, Second-Class and First-Class Requirements, with Professor Jeremiah W. Jenks, then of Cornell University, as Chairman; Committee on Permanent Organization and Field Supervision, Mr. H. S. Braucher, Secretary of the Playground and Recreation Association; Committee on Badges, Awards and Equipment, Dr. George J. Fisher, then Director of Physical Education of the International Committee of the Young Men's Christian Association, as Chairman; Committee on Finance, Mr. Mortimer L. Schiff, Chairman.

It was agreed at the National Council meeting at Washington in 1911 that the reports of these committees should be acted upon by the Executive Board as representing the National Council and included in an American edition of the Handbook for Boys. The committees worked earnestly and devoted much time and thought to the consideration of meeting their duties. This was especially true of the Committee on the Scout Oath and Law and Standardization of the Tenderfoot, Second-Class and First-Class Requirements. Because of its fundamental importance to a full appreciation of the distinctive features of the Boy Scouts of America, a comparison is given in full of the Scout Oath and Law of the English Boy Scout Movement and that which was adopted May, 1911, by the Boy Scouts of America. As evidence of the thoroughness of this and other efforts to Americanize the Boy Scout Movement, it is interesting to note that after the committee had spent nearly four months in conference and study, the recommendations of the Committee on Revision of the Scout Oath and Law were submitted to the college presidents of the country with the specific request that either the president individually or a designated group of his specialists be requested to share in the responsibility of passing upon the suggested revision. As a result of this wide censorship, the Scout Oath and Law took its present form:

ENGLISH BOY SCOUTS ASSOCIATION

THE SCOUT'S PROMISE

"On my honour I promise that I will do my best.

1. To do my duty to God and the King.

2. To help other people at all times.

3. To obey the Scout Law.

THE SCOUT LAW

1. A SCOUT'S HONOR IS TO BE TRUSTED. If a scout says "On my honour it is so," that means that it is so, just as if he had taken a most solemn oath.

Similarly, if a scout officer says to a scout, "I trust you on your honour to do this," the scout is bound to carry out the order to the very best of his ability, and to let nothing interfere with his doing so.

If a scout were to break his honour by telling a lie, or by not carrying out an order exactly when trusted on his honour to do so, he may be directed to hand over his scout badge, and never wear it again. He may also be directed to cease to be a scout.

2. A SCOUT IS LOYAL TO THE KING, and to his officers, and to his parents, his country, and his employers. He must stick to them through thick and thin against anyone who is their enemy or who even talks badly of them.

BOY SCOUTS OF AMERICA

THE SCOUT OATH

"On my honor I will do my best:

1. To do my duty to God and my country, and to obey the scout law;

2. To help other people at all times;

3. To keep myself physically strong, mentally awake, and morally straight."

THE SCOUT LAW

1. A SCOUT IS TRUSTWORTHY. A scout's honor is to be trusted. If he were to violate his honor by telling a lie, or by cheating, or by not doing exactly a given task, when trusted on his honor, he may be directed to hand over his scout badge.

2. A SCOUT IS LOYAL. He is loyal to all to whom loyalty is due: his scout leader, his home and parents and country.

3. A SCOUT'S DUTY IS TO BE USEFUL AND TO HELP OTHERS. And he is to do his duty before anything else, even though he gives up his own pleasure, or comfort or safety to do it. When in difficulty to know which of two things to do, he must ask himself "Which is my duty?" that is "Which is best for other people?"—and do that one. He must Be Prepared at any time to save life, or to help injured persons. And he must try his best to do a good turn to somebody every day.

4. A SCOUT IS A FRIEND TO ALL, AND A BROTHER TO EVERY OTHER SCOUT, NO MATTER TO WHAT SOCIAL CLASS THE OTHER BELONGS. Thus if a scout meets another scout, even though a stranger to him, he must speak to him, and help him in any way that he can, either to carry out the duty he is then doing, or by giving him food, or, as far as possible, anything that he may be in want of. A scout must never be a SNOB. A snob is one who looks down upon another because he is poorer, or who is poor and resents another because he is rich. A scout accepts another man as he finds him, and makes the best of him.

"Kim," the boy scout, was called by the Indians "Little friend of all the world," and that is the name that every scout should earn for himself.

3. A SCOUT IS HELPFUL. He must be prepared at any time to save life, help injured persons, and share the home duties. He must do at least one good turn to somebody every day.

4. A SCOUT IS FRIENDLY. He is a friend to all and a brother to every other scout.

5. A SCOUT IS COURTEOUS: That is, he is polite to all—but especially to women and children, and old people and invalids, cripples, etc. And he must not take any reward for being helpful or courteous.

6. A SCOUT IS A FRIEND TO ANIMALS. He should save them as far as possible from pain, and should not kill any animal unnecessarily even if it is only a fly—for it is one of God's creatures. Killing an animal for food *or an animal which is harmful* is allowable.

7. A SCOUT OBEYS ORDERS of his parents, patrol leader or scoutmaster without question. Even, if he gets an order he does not like he must do as soldiers and sailors do, he must carry it out all the same because it is his duty; and after he has done it he can come and state any reasons against it; but he must carry out the order at once. That is discipline.

8. A SCOUT SMILES AND WHISTLES under all circumstances. When he gets an order he should obey it cheerily and readily, not in a slow, hang-dog sort of way. Scouts never grouse at hardships, nor whine at each other, nor swear when put out, *but go on whistling and smiling.* When you just miss a train or someone treads on your favorite corn—not that a scout should have such

5. A SCOUT IS COURTEOUS. He is polite to all, especially to women, children, old people, and the weak and helpless. He must not take pay for being helpful or courteous.

6. A SCOUT IS KIND. He is a friend to animals. He will not kill nor hurt any living creature needlessly, but will strive to save and protect all harmless life.

7. A SCOUT IS OBEDIENT. He obeys his parents, scoutmaster, patrol leader, and all other duly constituted authorities.

8. A SCOUT IS CHEERFUL. He smiles whenever he can. His obedience to orders is prompt and cheery. He never shirks nor grumbles at hardships.

things as corns—or under any annoying circumstances, you should force yourself to smile at once and then whistle a tune, and you will be all right.

A scout goes about with a smile on and whistling. It cheers him and cheers other people, especially in time of danger, for he keeps it up then all the same. [Not in present law.]

The punishment for swearing or using bad language is for each offence a mug of cold water to be poured down the offender's sleeve by the other scouts. It was the punishment invented by an old British scout, Captain John Smith, three hundred years ago.

9. A SCOUT IS THRIFTY, that is he saves every penny he can, and puts it into the bank, so that he may have money to keep himself when out of work, and thus not make himself a burden to others; or that he may have money to give away to others when they need it.

10. A SCOUT IS CLEAN IN THOUGHT, WORD, AND DEED, that is, he looks down upon a silly youth who talks dirt, and he does not let himself give way to temptation either to talk it or to think, or do anything dirty. A scout is pure and clean-minded and manly. (Note: Added in 1912.)

9. A SCOUT IS THRIFTY. He does not wantonly destroy property. He works faithfully, wastes nothing, and makes the best use of his opportunities. He saves his money so that he may pay his own way, be generous to those in need, and helpful to worthy objects. He may work for pay, but must not receive tips for courtesies or good turns.

10. A SCOUT IS BRAVE. He has the courage to face danger in spite of fear, and has to stand up for the right against the coaxing of friends or the jeers or threats of enemies; and defeat does not down him.

11. A SCOUT IS CLEAN. He keeps clean in body and thought, stands for clean speech, clean sport, clean habits, and travels with a clean crowd.

12. A SCOUT IS REVERENT. He is reverent toward God. He is faithful in his religious duties, and respects the convictions of others in matters of custom and religion.

It is indeed significant that the change in the Scout Oath places emphasis upon the Scout keeping himself "physically strong, mentally awake and morally straight" and upon the three additional Scout Laws, namely, A Scout is Brave, A Scout is Clean and A Scout is Reverent. Every Scout and Scout official will take pride in realizing that the Boy Scouts of America is distinctive among all Scout movements because of this fundamental twelfth Scout Law emphasizing the importance of reverence in the training of the boy. All the steps in the development of the Boy Scouts of America were made in harmony with this fundamental point of view of those responsible for Americanizing the Boy Scout Movement.

In June, 1911, the first edition of the Americanized Handbook for Boys, based upon committee work under the direction of an editorial board consisting of Mr. William D. Murray, Mr. George D. Pratt and Mr. A. A. Jameson, made its appearance in proof form. This edition was limited to 5,000 copies and every one was sent to a Scout official or some other man engaged in work for boys for censorship and suggestion. Thirty days were allowed for this purpose and then the book took its permanent form and has with minor corrections run to a total edition of a million and a half copies.

Next in importance to the fundamental ideals as provided for by the Americanized Scout Oath and Law is the fundamental difference in principles of organization of the Boy Scouts of America from that of any other movement in or out of Scouting the world over. Its organization has been conducted since its development in America on a purely democratic basis. Although not required by the terms of its charter or original incorporation, the Boy Scouts of America has utilized the principle of representation in all of its development and operation. The Constitution and By-Laws, see page 549, makes this very clear, as does the charter on page 545.

With the cooperation of Lieutenant-General Sir Robert S. S. Baden-Powell, there were formally transferred to the Boy Scouts of America all of his rights and title. The United States Patent Office granted to the Boy Scouts of America full protection by patent letters No. 41532 and 414112 to the Americanized design of the first-class badge.

Registration

In 1913 the Boy Scouts of America developed another scheme which was distinctive to it among the Scout movements of the world. Prior to this time all of its statistical data had been based upon estimates. This was found to be not only unsatisfactory but misleading and weak in a character development movement where truth and accuracy are of fundamental importance. The registration plan developed an important educational factor, namely, of instilling in the mind of the Boy Scout in a very definite manner a clear cut realization that he was connected with a nation-wide movement which was supported by the national organization, as evidenced by the certificate given him over the signatures of the President of the United States and other national officials. Furthermore, it made possible an extension of the Scout principle of the boy aiding to pay his own way and as a matter of fact, since the inauguration of this registration plan, the Boy Scouts of America has been a self-supporting movement for all of its ordinary operating expenses. The money secured by contributions from individuals and local councils has been devoted to extension and field work.

Federal Charter

On June 15, 1916, Congress, because of the accomplishments of the Boy Scouts of America, granted a federal charter. The report of the House Committee on Judiciary in recommending favorable action on this bill is as follows:

HOUSE OF REPRESENTATIVES.

64th Congress
1st Session.Report
No. 130.

BOY SCOUTS OF AMERICA.

February 7, 1916. — Referred to the House Calendar and ordered to be printed.

Mr. Gard, from the Committee on the Judiciary, submitted the following REPORT.

[To accompany H. R. 755.]

"The Committee on the Judiciary, to whom was referred the bill (H. R. 755) to incorporate the Boy Scouts of America and to protect its insignia, having carefully considered the same, beg leave to submit the following report with the recommendation that the bill do pass.

"The Boy Scout movement is not one seeking to promote a juvenile military system, but is intended to supplement and enlarge established modern educational facilities in activities in the great and healthful out of doors where may be the better developed physical strength and endurance, self-reliance, and the powers of initiative and resourcefulness, all for the purpose of establishing through the boys of to-day the very highest type of American citizenship.

"It tends to conserve the moral, intellectual, and physical life of the coming generation, and in its immediate results does much to reduce the problem of juvenile delinquency in the cities. The movement has grown rapidly during the past few years, until it is now organized in practically every community of 4,000 inhabitants and over, and in many smaller communities of the United States. During the past two years boy scouts have demonstrated the value of the education and training they received as an auxiliary force in the maintenance of public order and in the administration of first-aid and practical assistance in times of great public emergencies. Their services on the occasion of the Ohio floods, at the Gettysburg reunion, in the inaugural ceremonies of President Wilson, and at the recent memorable reunion of the Grand Army of the Republic in Washington attracted National-wide attention and received general commendation, particularly from the American National Red Cross and the officials of the Federal and State Governments. The importance and magnitude of its work is such as entitle it to recognition and its work and insignia to protection by Federal incorporation.

"The scout scheme is based upon the methods involved in educating the boy. It is a scheme of placing the boy on honor. In addition to requiring him to live up to a standard or code of laws, which insures development of character along proper lines, it requires him to study in order to pass certain tests of qualification. The passing of these various tests is recognized by the award of appropriate badges or medals and insignia.

"If any boy can secure these badges without meeting the required tests, the badges will soon be meaningless, and one of the leading features of the scout program will be lost. Likewise, with the uniform which designates the scout. At the present time this is protected by the use of insignia—a seal woven or stamped into the cloth. All of these various badges and insignia are at present protected by the patent laws, but under the patent laws such protection is available for a limited period only. The passing by Congress of this bill will, it is believed, provide the organization with proper protection for its distinctive insignia, the integrity of which is essential to the maintenance of the movement, and protect it from those who are seeking to profit by the good repute and high standing and popularity of the scout movement by imitating it in name alone.

"The identical language of this bill was incorporated in the bill with amendments thereto, known as H. R. 19907, which was reported from the Committee on the Judiciary on February 3, 1915, with a recommendation that it, as so amended, do pass."

Following incorporation by Congress, Mr. Beard, in recognition of his service to the boyhood of the Nation, was made an Honorary Vice-President of the Boy Scouts of America.

In February, 1917, the Boy Scouts of America, through its National Council, adopted the present Constitution and By-Laws. Because of the seven years of experience and service it was possible to incorporate into the Constitution and By-Laws the results of the experience in such a way as to make it possible for new groups of people to readily and intelligently utilize its program of service. There has purposely been put into the Constitution those principles of organization and policy which were considered of fundamental importance by those who have been responsible for the development of the Movement with its original incorporation. Among the principles to which special attention is invited is the definite recommendation of the importance of religious instruction and the explicit prohibition against anyone receiving a certificate of leadership in the Boy Scout Movement who does not declare his belief in a God and demonstrate that he is an American citizen or has legally taken steps to become an American citizen. Space does not permit a review of the gradual development of the movement from year to year, but it does seem appropriate to include in this statement a summary of some of the more important items.

MEMBERSHIP FIGURES, BOY SCOUTS OF AMERICA

Since September 22, 1913. No registration was kept during 1910-11-12.....	2,088,108
Now inactive because of age, other service, etc...	1,515,421
Active, March 31, 1925 (including Lone Scouts)	572,687

**TENDERFOOT, SECOND CLASS AND FIRST CLASS
BADGES ISSUED FROM 1911 TO
DECEMBER 31, 1924**

	Tenderfoot	Second Class	First Class	Total
1913.....	60,015	16,271	4,247	80,533
1914.....	62,637	14,365	4,543	81,545
1915.....	83,626	18,253	5,758	107,637
1916.....	104,545	22,295	5,651	132,491
1917.....	162,761	42,625	13,134	218,520
1918.....	164,102	54,842	18,095	237,039
1919.....	157,294	60,826	24,101	242,221
1920.....	162,252	57,444	20,891	240,587
1921.....	191,886	80,828	38,765	311,481
1922.....	165,187	76,016	44,283	285,486
1923.....	224,989	101,489	61,576	388,054
1924.....	246,004	121,740	79,265	447,009
Total	1,785,298	666,994	320,311	2,772,603
Badges issued previous to registration plan	69,761	13,225	5,227	88,213
Grand total	1,855,059	680,219	325,538	2,860,816

Total merit badge examinations passed in 1911.....	83
Total merit badge examinations passed in 1912.....	1,906
Total merit badge examinations passed in 1913.....	5,521
Total merit badge examinations passed in 1914.....	10,499
Total merit badge examinations passed in 1915.....	11,976
Total merit badge examinations passed in 1916.....	15,050
Total merit badge examinations passed in 1917.....	26,728
Total merit badge examinations passed in 1918.....	30,160
Total merit badge examinations passed in 1919.....	72,142
Total merit badge examinations passed in 1920.....	65,728
Total merit badge examinations passed in 1921.....	110,836
Total merit badge examinations passed in 1922.....	144,268
Total merit badge examinations passed in 1923.....	151,109
Total merit badge examinations passed in 1924.....	149,784
Total merit badge examinations passed from 1911 to Dec. 31, 1924	1,200,791

**RECAPITULATION OF EAGLE, STAR AND LIFE BADGES
AWARDED BY THE NATIONAL COURT OF HONOR—
BOY SCOUTS OF AMERICA**

	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	Total
Star.	35	59	190	290	549	648	881	1667	2598	2782	2769	2612	15086
Life.	37	60	207	308	585	667	1146	1610	2667	2628	2621	2434	14989
Eagle	54	165	96	103	219	276	468	629	1306	2001	2196	3264	10800
Yearly—	—	—	—	—	—	—	—	—	—	—	—	—	—
total	126	284	493	701	1353	1591	2495	3906	6571	7411	7586	8310	40875

"Any adequate historical summary should close as this began by recognizing the magnificent service and influence of the Scoutmasters and other volunteer leaders who have patriotically made possible these services to America's boyhood."

JAMES E. WEST,
Chief Scout Executive.

PRESIDENT COOLIDGE'S MESSAGE TO BOY SCOUT TROOP

The Boy Scout Jamboree Troop of 56 boys won World Scout Championship at Copenhagen, Denmark, in 1924. They experienced a "big thrill" on the occasion of the farewell dinner which was tendered to them on July 25th. The Scouts and their friends were the guests of the United States Lines, on the S.S. *Leviathan*, on which they sailed.

President Coolidge telephoned to them from the White House a farewell address:

"There was no Boy Scout organization in my boyhood, but every boy who has the privilege of growing up on a farm learns instinctively the three fundamentals of Scouthood.

"The first is a reverence for nature. Boys should never lose their love of the fields and the streams, the mountains and the plains, the open places and the forests. That love will be a priceless possession as your years lengthen out. There is healing in the trees for tired minds, and for our overburdened spirits there is strength in the hills, if only we will lift up our eyes. Remember that nature is your great restorer.

"The second is reverence for law.

"I am thrilled at the thought of my audience tonight, for I never address boys without thinking that among them may be a boy who will sit in this White House. Somewhere there are boys who will be presidents of our railroads, presidents of colleges, of banks, owners of splendid farms and useful industries, members of Congress, representatives of our people in foreign lands.

"That is the heritage of the American boy. It was an active, magnificent courage when our ancestors set up a nation wherein any boy may aspire to anything. That great achievement was not wrought without blood and sacrifice. Make firm your resolution to carry on nobly what has been so nobly begun.

"Let this nation under your guidance be a finer nation. Resolve that the sacrifices by which your great opportunities have been purchased will be matched by a sacrifice on your part that will give your children a better chance.

"The third is a reverence for God. It is hard to see how a great man can be an atheist. Without the sustaining influence of faith in the divine power we could have little faith in ourselves. We need to feel that behind us is intelligence and love. Doubters do not achieve; skeptics do not contribute; cynics do not create.

"Faith is the great motive power and no man realizes his full possibilities unless he has the deep conviction that life is eternally important and that his work, well done, is a part of an unending plan.

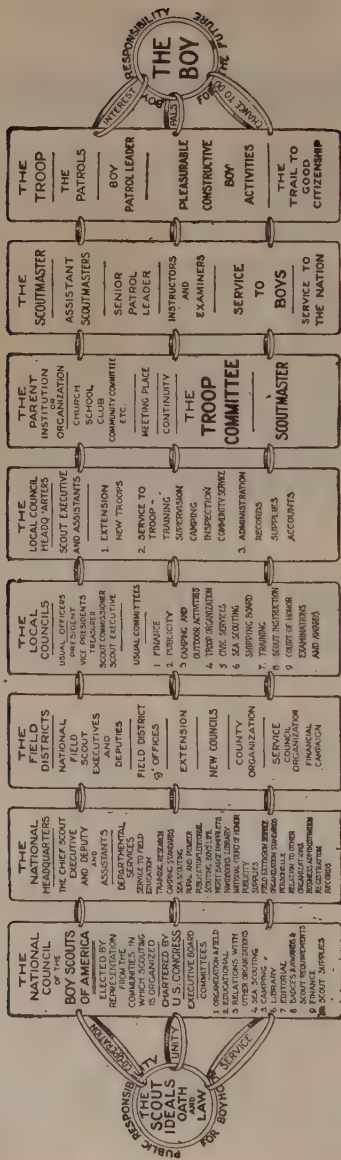
"These are not only some of the fundamentals or the teachings of the Boy Scouts. They are the fundamentals of our American institutions."

GREETINGS FROM PRESIDENT COOLIDGE

President Coolidge sent the following message on the occasion of Anniversary Week, 1925:

"The approach of the fifteenth anniversary of the founding of the Boy Scout organization is a reminder of the rapid growth and splendid service of the scout body. If there ever was justification for uncertainty as to the usefulness of this organization, it has long since been removed, in view of the great work of character development that has been accomplished.

"The Boy Scouts have contributed greatly, under their splendid leadership, to the best training for useful citizenship. It is a satisfaction in contemplating at this time the achievements of the organization, to express the hope and confidence that it will continue to expand in numbers and in the strength of its appeal to the youth of the nation."



CHAPTER XXII

THE NATIONAL ORGANIZATION PLAN BOY SCOUTS OF AMERICA

Scouting as a National Movement

Scouting is primarily a movement — a program, a cause, the cause of better boyhood and potentially better manhood. It is obliged by its own momentum to keep growing and changing.

As a national movement it must keep in step with progress and boy-need. Indeed, with its four hundred thousand boys and over 100,000 **volunteer** adult leaders, with its service in every state and territory, Scouting is national in fact as well as in purpose. Scouts are nationally known as standing for loyalty to the nation and the common good. War and Peace alike have showed them important assets for government and community service and potential good citizenship.

Scouting as a National Organization

Scouting as a national movement, directed to the service of American youth, desires to cooperate with and to supplement the work and best influence of the home and school and church, and similar agencies, in the making of good American citizens, who shall be "physically strong, mentally awake, morally straight."

To effect such a service to boys all over the United States, it must be **organized**. There must be division of labor — some have the high and lofty privilege of serving the boy **directly**; others behind the lines serve these men with materials and literature and methods and encouragement and so on.

The National Organization (chartered by Act of Congress, June 15, 1916, as "The Boy Scouts of America") is by no means the Central group of officials. It comprised in 1921 over 525,000 boys and men; boys with their leaders and advisors, all interrelated and cooperating in boy service.

This great body of men select the membership of the National Council a group of nearly 500 leaders



—CREDO—

Boy Scouts of America



Dedicated to Chief Scout Executive

JAMES E. WEST

on the occasion of his visit to the Pacific Coast
to attend the National District Conference of Scout Executives
Berkeley, California, January 21st to 24th, 1920

I BELIEVE in the Boy Scouts of America—

- Because, hundreds of thousands strong, Boy Scouts stand organized, trained and resolved to serve God, native land and all mankind;
- Because Scouting reveals the way, quickens the pace and illuminates the path that leads to the truest and noblest Americanization of American boys;
- Because the chosen playground of Boy Scouts is the Great Undefined Out-of-Doors—amidst the everlasting hills, rocks and rills;
- Because Scouting arouses an interest in the highest civic aspirations of the community, develops an abiding passion for law and order, champions respect for properly constituted authority, and marshals the virtues of manhood that guarantee a government of the people, by the people and for the people;
- Because Motto, Oath, Law and Knife of Scouting help boys cut their paths, straight and clean, through the itching, burning, restless years of awkward growth;
- Because Scouting helps boys to know, revere and commune with Nature—even as the “barefoot boy” drank of the nectar of life;
- Because Scouting challenges body and soul-warping child labor, routs mischief-making idleness, and fills the self-directed hours of boyhood with life, liberty, and the pursuit of happiness;
- Because Scouting teaches that kindness is strength—knows no fear and helps others at all times—and that dumb animals claim the fellowship of all true Scouts;
- Because Scouting is a school of play, preparedness and patriotism that fashions the bodies, minds and characters of boys, to *do or die*;
- Because Scouting whispers to boys to tackle every job with the tools of cheerfulness, patience, courtesy, obedience and loyalty—and mastery will be theirs because they are “prepared;”
- Because Scouting is a plan of education that bridges the gap between knowing and doing, brings forward the timid and humbles the bully, makes the weak strong and the strong stronger, and crowns physical courage with moral valor;
- Because Scouting embodies a code of self-discipline that commands boys to talk clean, live clean and fight clean—even as the immortal Roosevelt played the game;
- Because Scouting is a mighty buttress to home and school, and it kindles a fire in the breasts of boys that drives them forward—*crusaders in the moral and spiritual world*—even as the Pioneer Scouts blazed their trails and conquered the earth;
- Because Scouting beckons and calls to patriotic men to love, lead and serve the sons of America yet in plastic years—and all who thus love and lead and serve shall know the beauty, the wisdom, and the power of the words of the Prophet of Old who said, “A Little Child Shall Lead Them.”

by E. B. De GROOT,
Scout Executive, Los Angeles Council

from all over the country — these in turn delegate some of their responsibility to the Executive Board who in turn employ a Chief Scout Executive and a staff of experts to render those services deemed desirable by the National Council.

The National **organization** is therefore truly as national as is its service. It is located wherever there are men carrying out its program of work with boys. Its offices (or Headquarters as they are called) are in most of the larger cities with a central coordinating National Headquarters located in New York City,—while its National Council must render an annual report to the government in evidence that the program undertaken and approved is being faithfully executed by the thousands of men who compose the Boy Scouts of America as a nationally chartered corporation for service.

THE LOCAL COUNCIL is provided as the agency of leadership and supervision of Scouting in each distinctive community — town, city or county. It is the vital unit of the Scout program. Its task is to mobilize the community to cherish and provide opportunity for the development of its youth. Until such Local Council is established through the issuance of a Local Council Charter, the National Council as a matter of necessity advises with and assists each Scoutmaster. When established, the Local Council automatically “relieves the National Council to the fullest extent practicable of the responsibility for leadership and the supervision of troops and Scouts and the extension of the Boy Scout Movement.*” Thus each community establishes its own agencies of advice, leadership and supervision; thus, in a democratic way, it accepts the responsibility for developing scouting intensively and extensively within its area.

In the smaller, so called “unorganized” communities the Troop Committee of the parent, church or school is the vital local unit. Everywhere the Troop Committee is the vital working unit.

* Article XI, Section 1, Clause 1, By-Laws of the Boy Scouts of America.

The service to the boyhood of the local community is done by and through these men. The officers of the National Council exist to help these local councils and Committees render the services contemplated by the National Charter and By-Laws.

Scouting is therefore a local service to local boys done by local men who are aided in following a standardized "best way" by the advice and experience and voices of more than a hundred thousand other men as expressed through the National Council. Indeed this National Organization is a vehicle through which any local man may effect modification in the "best way" program thus bringing in new improvements in boy service.

The Scout program then represents the mobilization of the best thought of its membership throughout the whole nation.

Democratic Character of the Organization

Just as the Scout movement is in itself broadly democratic in character representing all kinds of boys, from nearly every conceivable kind of home and church and community; being non-partisan and non-sectarian, though clearly religious; making merit the sole test of progress and offering opportunity to one and all alike, — so the national organization through which it works is also democratic and widely representative. The local council which is advisedly made up of men standing for as many different community interests as possible is in turn represented in the National Council at whose annual meeting gather together every spring in a selected city men from nearly every state in the union. Bankers, educators, business men, railroad presidents, labor leaders, welfare workers, doctors, ministers, and others meet and talk over plans for the betterment of the movement and from the broad national angle, how the individual Boy Scout can best be served. Whether he knows it or not every Boy Scout in the country is present by proxy at

this meeting and is affected by its decisions and discussions.

This representative character goes all through the movement. A church makes up its mind that it would be a good thing to have a Scout troop started in its midst. It selects from its constituency three or more men who will serve as a troop committee, select the Scoutmaster for his commission and make themselves generally responsible for the troop and the execution of the Scout program by that troop in the hands of the Scoutmaster. This church is entitled to one representative on the local council. Consequently the interests of both the sponsoring institution and the troop itself are represented in the larger body and the Scout program as a whole in a given community is coordinated and the individual troop linked not only to the work of the local council but with that of the National Council also.

EDWARD, PRINCE OF WALES, AND CHIEF SCOUT OF WALES, DELIVERING TO PRESIDENT COLIN H. LIVINGSTONE OF THE BOY SCOUTS OF AMERICA A MESSAGE OF GREETING TO SCOUTS IN THE UNITED STATES.



Daniel
Carter Beard

Edward
Prince of Wales

Mortimer
L. Schiff

Colin H. James E.
Livingstone West

According to this interrelated system of organization Scouting as a national boy program is carried out simultaneously throughout the country, with the same general methods of procedure, the same fundamental purposes and ideally the same standards. This method is democratic as has been suggested. The membership of the National Council represents automatically the composite view point of all the communities and states from which these members come. Similarly the membership of the local council represents a composite view point of local aspects of Scouting. The aim of the whole is to serve the movement, and the troop, with the minimum of "red tape" and the maximum of efficiency; above all to serve the individual boy for whose benefit the whole machinery is set in motion and operated.

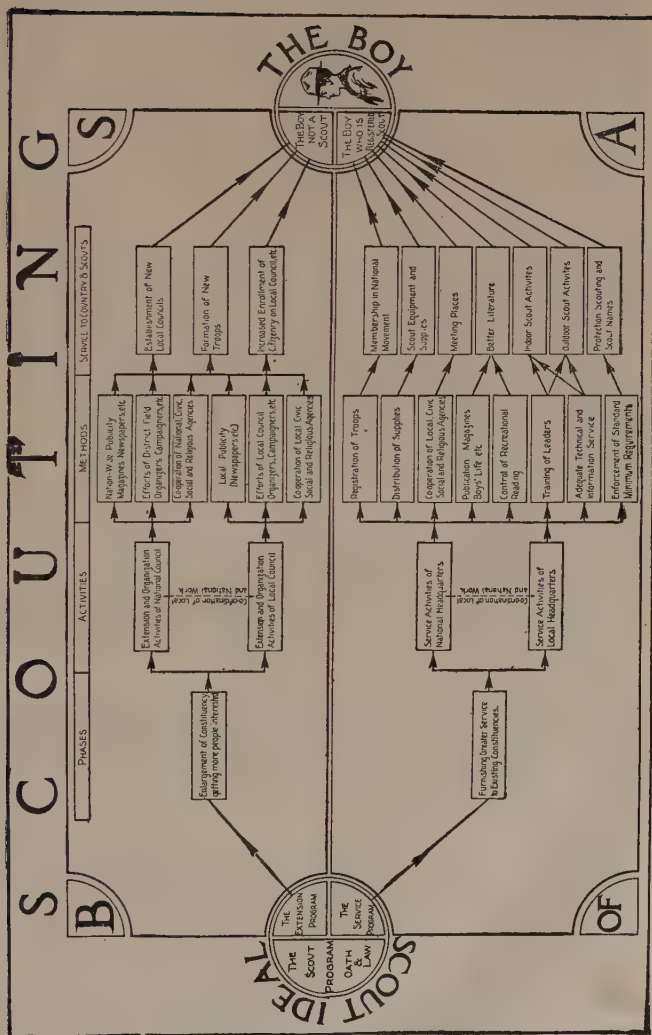
As the leader of a troop which is the essential unit in scouting the Scoutmaster is of pivotal importance to the whole scheme of operation. Every Scoutmaster should consequently be thoroughly conversant with the scope and working of the national organization plan and should understand the relation of part to part, part to whole and whole to part. He should learn to see the movement in the large as a national affair of which his community and his troop are vital and interested share holders.

The movement, functioning through the national and local council agencies, is being developed from two angles, as follows:

a. **The Extension Program:** The enlarging of the constituency of the Boy Scouts of America, that is, getting more people in it, extending Scouting until it enrolls every available boy of Scout age.

b. **The Service Program:** Greater service to the ever increasing body of enrolled Scouts and their Scout leaders.

The movement, thus characterized, may be visualized by the following chart:



National Plan of Organization, in Brief

General Observation: Certain important phases of Scouting are vested exclusively in the National Council and its organization. Such, for example, are the issuance of charters, commissions, certificates of membership, establishment of Scout requirements, etc. Subject to the general jurisdiction of the National Council the local council is responsible for the carrying out of the Scout program and the general conduct of Scout affairs within its area chartered. Where there is no local council there is necessarily less uniformity of procedure, the Scoutmaster is too heavily burdened with responsibility and there is inevitably less opportunity to develop the movement locally to the full extent of which it is capable. It is the aim of the Field Department not only to increase the number of boys in Scouting and to bring in new troops but particularly to add to the number of local councils. The ideal being sought is local council supervision for every troop, and at present about eighty per cent of the chartered troops are so organized.

The following is a brief statement of salient facts with respect to the composition of National and Local Councils:*

NATIONAL COUNCIL MEMBERSHIP. One member to every chartered local council (there are over 600 Councils); one additional member for every thousand boys enrolled in jurisdiction thereof, additional members as elected by the National Council or Executive Board. Present membership over 1,200. Professional Scout workers not eligible. Honorary members may attend meetings but have no vote.

MEETINGS. Annual meeting in May. Special meetings called at any time by Executive Board, or upon request of 25 National Council members.

LOCAL COUNCIL MEMBERSHIP. The membership of the local council as to selection and number is left to the community to determine, subject to the requirement of the National By-Laws, that it shall include "representatives of the various religious, civic, educational, and business interests of the community" (Article II, Section 2, Clause 8); and representation of each registered troop or district committee of the local council (Article II, Section 1, Clause 6).

* For full information as to the above, the Scoutmaster should consult the National Constitution and By-Laws (pages 549-565). Aside from this source of information, the pamphlet entitled "The General Information Bulletin," a compendium of Scouting in question and answer form, will be found most enlightening. A study of the list of available Scouting literature, as published in the Catalog of Scout Supplies and Equipment, will suggest other material of interest along this line.

From the viewpoint of membership, local councils naturally fall into two groups: — First Class Councils and Second Class (or Provisional) Councils. The essential difference between First and Second Class Councils is in the employment by the First Class Councils of a "Scout Executive," under salary, and adequate provision for local headquarters activity. The Second Class or Provisional Council, under the requirement of the National By-Laws, utilizes volunteer workers only. The "Scout Commissioner," as the ranking volunteer worker, directs the local council activities.

NATIONAL COUNCIL COMMITTEES

The following is a brief outline of the National Council Committee System:

THE EXECUTIVE BOARD, consisting of not less than 21 nor more than 30 members, exercises the powers of the National Council during the interim between its annual meetings. Its membership is elected from the National Council to serve for a term of three years or until the successors have been elected and have qualified. During the interval between meetings of the National Council vacancies may be filled by the Executive Board, provided the nomination to fill such vacancy shall be referred to the sub-committee of the Board.

NATIONAL COURT OF HONOR serves as advisory board to National Council in all matters relating to merit badge qualifications and requirements of honor medals, and awards honor medal and passes on claims for merit awards. Members elected annually, preferably men of exceptional ability or accomplishment in subjects and activities represented by Merit Badges.

OTHER NATIONAL COUNCIL COMMITTEES:

1. Sub-Committee of Executive Board — 3 members, exercises powers of Board in interim between its meetings.

2. Finance — 3 or more members, duties self-explanatory.

3. Badges, Awards and Scout Requirements — 9 or more members, advisory to Executive Board on questions pertaining to subject designated.

4. Organization and Field Work — 5 or more members, advisor to Executive Board in questions involving organization policy and field problems, advises Field Department.

5. Camping — 7 or more members, advisor to Executive Board in matters pertaining to Scout Camps, advises Department of Camping.

6. Education — 6 or more active members, advisor to Executive Board in all matters pertaining to specific educational policies, advises Department of Education.

7. Library — (Library Commission), 7 or more members, advisor to Executive Board and various departments of the Boy Scouts of America, in all matters pertaining to boys' reading program, supervises Library Department, passes upon book lists, printed in Handbook and other Scout literature.

8. Sea Scouting — 7 or more members, advisor to Executive Board on all matters involving Seascouting.

9. Relations with Other Organizations — 3 or more members, advisor to Executive Board on questions involving relationship with view of making the Scout scheme available as supplementary program.

10. Editorial — (Board), 3 members, advisor to Executive Board in all matters pertaining to publications in the name or under the auspices of the Boy Scouts of America, advises Publication Department, responsible for editing of official handbooks, Boys' Life and Scouting.

11. Scout Supplies — 4 or more members, advisory to Executive Board on all questions relating to equipment and supplies, including the selection and sale thereof.

12. Additional Committees, standing or special, may be authorized and appointed by Executive Board, as deemed necessary or expedient.

SERVICE TO THE SCOUTMASTER

The departments of the National Council Office exist, behind the lines, to help the Scoutmaster, serve the boy.

The following pages list the specific services these various departments stand ready to render the Scoutmaster. (He will secure quicker action if separate departments are addressed on separate sheets when addressed in same letter.)

BY-LAWS OF THE BOY SCOUTS OF AMERICA

Article 5 — Departments

Section 1 — For the purpose of distributing and definitely fixing responsibilities for the conduct of the work of the Boy Scouts of America, there shall be the following departments:

1. Field Department.
2. Educational Department.
3. Library Department.
4. Camping Department.
5. Publication Department.
6. Supply Department.

Section 2 — The heads of the various departments shall be known as "Directors," who shall, with their assistants, cooperate with the Chief Scout Executive to secure the most effective and harmonious operation of the work of the National Headquarters as a whole and in each of its various departments. It shall be the duty of the Directors and their assistants to bring to the attention of the Chief Scout Executive in writing any suggestions, plans or criticisms for the improvement of the work of the Boy Scouts of America in any of its departments. Each department shall be governed by the Constitution and By-Laws and rules and regulations of the Boy Scouts of America as interpreted and definitely approved by the Executive Board, through the Chief Scout Executive. All new problems and policies shall be de-

veloped in conference with the Chief Scout Executive and with the advice and cooperation of the appropriate committee and the approval of the Executive Board.

Section 3 — Each department shall, through its Director, render a monthly report to the Chief Scout Executive for the information of the members of the appropriate committee and the Executive Board, reviewing the work of his department for the month past and outlining plans for the future, with such suggestions and recommendations as may seem wise, and shall definitely cooperate in making SCOUTING the official bi-weekly publication of the Boy Scouts of America as helpful as possible to the men in the field by bringing to the attention of the editor by written memorandum information and suggestions for use in the publication.

Section 4 — Duties and Functions of Departments.

Clause 1 — FIELD DEPARTMENT. The Field Department shall be responsible for extending the Boy Scout Movement throughout territories subject to the authority of the United States Government and in securing through its representatives reports of conditions of scout work in the field.

It shall consider all applications for Local Council charters and when in accordance with the organization policies and regulations may approve the same and arrange for issuance of charters.

It shall pass upon applications for renewal of charters giving consideration to the detailed reports of the activities of the councils during the preceding year to determine whether the work of the councils has been conducted in accordance with the established organization policies and regulations of the National Council and warrants the renewal of a charter.

It shall maintain a registry of men whose qualifications justify recommendation by the National Council of their employment in Scouting, and all requests for such recommendation from the local field received by any representatives of the Field Department, shall be referred to the Director thereof for his consideration and action.

It shall maintain a clearing house for the exchange of ideas and suggestions, and shall make available to all local councils a regulation bulletin and the distribution of printed forms and other material, — such plans and experiences of local councils as might be helpful to other local councils or serve to inspire more efficient and more effective work.

The Field Department shall make available to the field, a corps of men, especially qualified to do promotion work for the better understanding of the Boy Scout Movement, in order to encourage proper financial support by local communities. Men thus employed may be commissioned either as Regional Scout Executives or Deputy Regional Scout Executives or special National Field Scout Commissioners, according to their responsibility, as may be determined by the Executive Board upon the recommendation of the Field Department.

Regional Scout Executives may be assigned to cover specific territory, and shall then be designated as special representatives of the National Council for that particular territory. Regional Scout Executives and Deputy Regional Scout Executives shall render monthly and the Special Field Scout commissioners quarterly reports to the Director of the Field Department in writing of their activities, with information as to the condition of the field with recommendations.

If at any time the maintenance of proper standards of Scouting in the community should seem to be dependent upon the formation of a local council the Field Department is in a position to render considerable service in connection with the organization of the council. In the interest of safeguarding the national policies of the Boy Scouts of America, and to the end that the organization may be permanent, efficient and adapted to local needs, it is very important that all plans for the organization of a local council be placed before the Field Department and that no definite steps be taken until its approval has been secured.

The National Council maintains a staff of field representatives distributed through twelve field regions. The names of the men in charge of these regions and the location of regional headquarters are published regularly in SCOUTING and as a general rule all inquiries for the Field Department should be addressed to regional headquarters.

A corps of Special Field Scout Commissioners is co-operating with the Field Department in the organization of troops in communities reached in no other way. These men are ready and desirous of assisting Scoutmasters in the solution of their problems. The name and address of the nearest Special Field Scout Commissioner will gladly be furnished upon application to the Field Department.

Clause 2—DEPARTMENT OF EDUCATION.

The department of education shall:

- 1. Give leadership in conferences for scoutmasters and other scout officials throughout the country as deemed advisable from time to time;**

The department has available suggestive programs and plans for conferences of Scoutmasters, Scout executives and other Scout officials.

- 2. Promote and develop training for leadership in Scouting throughout the country either in connection with established educational institutions or under the auspices of local councils;**

The department offers plans and programs for courses of training for Scoutmasters, Scout executives, patrol leaders, troop committeemen, and other officials. These courses are developed in connection with local councils, universities, colleges, and normal schools.

Service is also offered to individual Scoutmasters who desire to pursue a reading course.

- 3. Arrange for the presentation of the merits of the scout program and its appeal for leadership before various student bodies, educational and religious conventions and conferences;**

The Department of Education provides speakers for conventions,—educational, religious, fraternal and industrial. It seeks to cooperate in securing speakers for student bodies of colleges and state teachers' conventions.

The Department is also giving leadership to the development of policies of relationship with the various religious and educational organizations.

The Department will suggest plans for exhibits and material for lectures for the field.

- 4. Cultivate an interest in Scouting on the part of teachers and others particularly interested in educational problems through educational journals and conferences;**

The Department cooperates in supplying and securing articles on Scouting for educational and religious journals.

- 5. Cooperate in making SCOUTING, the official magazine, helpful to scoutmasters and others actively engaged in scout work through definite suggestions and general educational articles;**

- 6. Develop correspondence courses of inspiration and instruction for scout leaders.**

The Department is always glad to answer letters of inquiry about problems of Scoutmasters to the best of its ability and renders service in suggesting methods and means of carrying on the scout work with boys.

Clause 3 LIBRARY DEPARTMENT. The Library Department shall pass upon all lists of books which may be published in any of the handbooks or other literature of the Boy Scouts of America as books worth while for boys to read, and through the Directors of the Department, serve in an advisory capacity to other libraries and those engaged in work for boys in the selection of desirable books and the elimination of books not desirable.

The Department shall cooperate in so far as may be practicable with other agencies, both educational and commercial, in securing the largest circulation of books and other reading matter specifically endorsed by the Boy Scouts of America.

It shall review stories for boys and manuscripts as far as practicable and make available to authors and publishers counsel which will enable them to bring their books up to a standard that will warrant the endorsement by the Boy Scouts of America and to do such other things as from time to time may be determined by the Commission, with the approval of the Executive Board, which will further extend the influence of the reading of wholesome books.

These books shall be made available for sale to all boys and others, irrespective of membership in the movement, at the lowest possible price consistent with the cost involved in editorial work, publication and distribution.

The Library Department is always ready to give its advice to Scoutmasters on questions regarding books for boys' reading. It will gladly send on request suggestive lists of books.

It is anxious to cooperate in the greatest possible way with Scout officials in campaigns for better books for boys. Especial attention is called to "Every Boy's Library," a moderate priced edition of standard boys' books which was prepared under the supervision of the Library Department of the Boy Scouts of America. It is to be noted that every book sold by the Scout Supply Department has been carefully scrutinized and approved by the Library Department. The Library Department is also charged with the responsibility of editing Boy Scout motion pictures.

Scoutmasters and Scout officials desiring information about boys' books or Scout moving pictures should address Library Department, Boy Scouts of America, 200 Fifth Avenue, N. Y.

Clause 4 — DEPARTMENT OF CAMPING. The Department of Camping shall be responsible for the development of plans, programs and literature for the help of chartered troops and local councils in giving boys an opportunity to receive the benefits of camp life under the most favorable conditions and in the most economical and efficient way. It shall define and maintain regulations for the conduct of camps for boy scouts and shall be specifically charged with the supervision of all boy scout camps and enforcing the minimum requirements prescribed for leadership, facilities, program, sanitary arrangements, and menu.

The Department of Camping serves the Scoutmaster in the following ways:—

1. Personal inquiries. Letters requesting information and advice on various phases of camping, equipment, menu, program, building, choice of site, games, etc., are answered as carefully as possible. Menu lists, programs of activities, blue-prints of mess-shacks and other camp buildings are among the material which the department is prepared to furnish on demand.

2. "Scouting." Information articles on camping are published in SCOUTING from time to time for the benefit of the Scoutmaster.

3. Literature. The Department of Camping has prepared a pamphlet on "Minimum Requirements for a Lone Troop Camp," which will be sent on request. Pamphlets on Winter Camping and Council Camps are in process of preparation.

4. Conferences. The Department cooperates in giving leadership to conferences and training courses for Scout officials.

5. Supervision. The Director of the Department of Camping desires to be of service as widely as possible in inspecting Scout camps.

6. Special Service. When requested, the Department endeavors to secure experienced men to serve as Camp Directors of Scout camps.

Clause 5 — PUBLICATION DEPARTMENT.

Part 1 — The publication department, under the supervision of the Editorial Board, shall be responsible for all publications by or in the name of the Boy Scouts of America, including **BOYS' LIFE**, the official magazine for boys, **SCOUTING**, the weekly bulletin for scout officials, the Handbook for Boys, and the Handbook for Scoutmasters. The responsibility for the business management and purchase of paper, printing, circulation, securing adver-

tisements for the publications, shall be under the direction of the Director of the Department and the editorial work shall be under the direction of such editors and assistants as may be employed and assigned to specific duties by the Editorial Board with the approval of the Executive Board.

Part 2 — BOYS' LIFE, the Boy Scouts' Magazine — (a) **Purpose and Policy.** The purpose and policy of BOYS' LIFE, the Boy Scouts' Magazine, shall be to provide a periodical for all boys of scout age with wholesome stories and other material of interest and educational value under conditions which will stimulate ambition and help in character development of boys. All stories and material shall be in harmony with the principles of Scouting as laid down in the Scout Oath and Law.

The magazine shall have regular departments devoted to the boy scout program and activities and particularly the various phases of woodcraft and camping and outdoor life generally.

The editorial work shall be under the direction of an editor with such associates and assistants as may be provided, who shall be responsible to him.

(b) **Advertising Policy.** The policy of accepting advertising for BOYS' LIFE or other scout publications shall be such as to protect the readers of the scout publications and especially boys of the scout age from impositions. In every case the article or proposition advertised must be submitted for examination to determine whether the claims made for it are as represented, and that it is worth while for boys to have.

(c) **Management of BOYS' LIFE.** BOYS' LIFE shall be managed in such a way as to keep its expenses within its income unless money is specifically appropriated or made available by authorization of the Executive Board, and it shall be the responsibility of the director of publications to see to it that no obligations are incurred within the calendar year beyond the resources for that year.

(d) Each member of the National Council shall receive "BOYS' LIFE," without charge, during his term of office as such, and the actual expense involved shall be deducted from the membership or registration fees paid.

Part 3 — SCOUTING, the official bulletin.

(a) **Purpose and Scope.** The purpose and scope of SCOUTING, the semi-monthly* official bulletin, shall be to help scoutmasters, assistant scoutmasters,

members of local councils, members of the National Council and others engaged or interested in Scouting in a uniform interpretation of the scout movement and its policies and to make most effective their efforts in behalf of boys through the Boy Scout Movement.

(b) The management shall be under the direction of the Director of the Publication Department.

(c) The editorial work shall be under the direction of an editor and his assistants and a committee made up of the Directors of the Education Department, the Library Department, the Field Department and the Chief Scout Executive.

(d) Distribution.

SCOUTING shall be made available without charge to all members of the National Council, Scoutmasters, Assistant Scoutmasters, and as provided in Article XIII, Section 3, Clause 2, to members and officials of local councils; others may receive it on payment in advance of the annual subscription price.

Part 4 — Handbooks. — (a) Official handbooks and other manuals and pamphlets shall be distributed for the purpose of setting forth the scope, aim, and principles of scouting; the plan of organization; the various tests and such information as will be helpful to boys and men in carrying out the program. They shall serve as textbooks of the Boy Scout Movement.

(b) These books shall be revised from time to time as experience shows that improvements can be made and as advice is received from the members of the Committee on Badges, Awards and Scout Requirements, and members of the National Court of Honor, or other experts in woodcraft and outdoor life and activities. All material submitted shall be carefully considered by two or more experts and the Editorial Board through the Chief Scout Executive shall determine what if any changes shall be made.

(c) All material submitted on topics dealing with any of the various scout activities shall be considered as contributions to the scout movement and when accepted shall be the property of the Boy Scouts of America with rights of copy reserved.

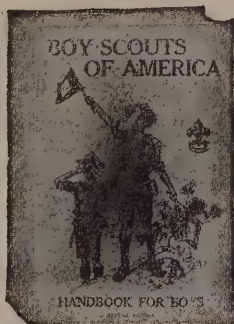
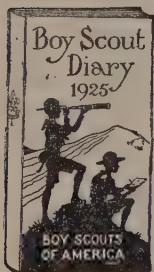
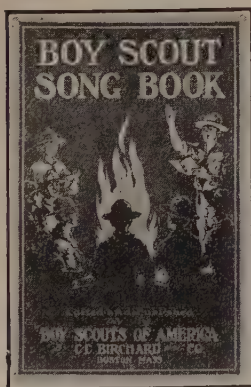
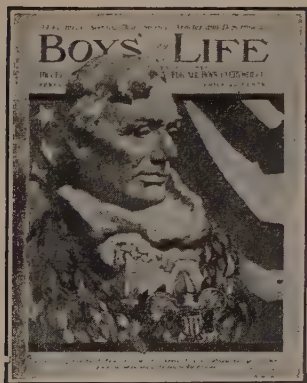
BIBLIOGRAPHY

SCOUT PUBLICATIONS

3006 "Boys' Handbook," \$0.40 each; 5 to 24, .35; 25 to 49, .30; 50 to 249, .29; 250 to 499, .28; 500 or more.....	\$0.27
3350 "Scoutmasters' Handbook," \$1.00 each; 5 to 9, .80; 10 to 24, .75; 25 or more	.65
3012 "Boy Scout Diary" (1925)—\$0.15 each; 10 to 99, .14; 100 or more	.13
3515 "Boy Scouts' Year Book".....	2.50
3399 "Boy Scout Song Book" (New), \$0.40 each; 10 to 24, .36; 25 to 99, .35; 100 or more	.34
3654 "Games and Recreational Methods," Smith. (Boy Scout Edition)	2.00

PERIODICALS

"Boys' Life"—a monthly magazine for boys—annual subscription	2.00
"Scouting"—a monthly paper for Scoutmasters and others—annual subscription	1.00



3384	Scholarship	3328	Stalking
3322	Sculpture	3327	Surveying
3332	Seamanship	3299	Swimming
3237	Signaling	3385	Taxidermy
3239	Signaling Emergency Unit		

PAMPHLETS FOR SCOUTMASTERS

3281	"The Scoutmaster and His Troop"—What every Scoutmaster wants to know.....	\$0.15; 50, .14; 1,000, \$0.12½
3252	"The Troop Committee".....each, .04; 50 or more, each 1,000	.03 25.00
3274	"Manual of Customs and Drills"....	.25; 100 or more, each .20
3270	"General Information Bulletin".....1,000	.10; 50 or more, each, .07; 60.00
3284	"The American Flag and Scout Ideals—A Flag Pageant for Boy Scouts".....each, .20; 50 or more, each	.15
3389	"How to Organize a Troop of Boy Scouts." An 11-page pamphlet, published by National Council B. S. A. Price, .05; 50, .04½; 100,	.04
3204	Pine Tree Patrols—Troop Control, team-play games.....	.75
3142	First Aid for Boys, by Dr. Norman B. Cole and Clayton H. Ernst. Every Scout and Scoutmaster needs this book. First Aid is completely covered and thoroughly. Some of the chapters: "What to Do, Shock and Fainting, Sunstroke, Concussion, Apoplexy, Intoxication, Epilepsy, Infection, Burns, Poisoning, Fractures, Drowning, etc..."	1.50
3021	Requirements for the First Class Scout. 24 pages dealing in detail with the First Class Scout Requirements, with practical suggestions on how to pass them. Contains a valuable article by F. E. Mathes of the United States Geological Survey on map work, each, \$.10; 50 or more, each	.08
3022	Requirements for the Second Class Scout. 36 pages illustrated. Prepared with the idea of helping scouts to pass their tests.....Each, \$.10; 50 or more, each,	.08
3371	Requirements for the Tenderfoot Scout. Designed to start the Tenderfoot right. 26 pages illustrated. Each, \$.10; 50 more, each	.08
3432	Program for Installation of Troop. Each, \$.02; 50 copies, .90; 250 copies	4.25
3001	"What Scouts Do"—a 23-page bulletin with general information especially for prospective Scouts—each, .06; 50 or more, .05; 1,000 or more.....	.045
3025	"What Boy Scouts Do"—a 16-page booklet of selected photographs of Scout activities....each, .07; 50 or more, .06; 100 or more,	.05
3027	"Boy Scout Scheme in a Nutshell"—Information Leaflets Each, .01; 500, \$4.50; 1,000.....	7.00
3119	"Membership Circular"—an 8-page pamphlet giving information on how to become a scout. Each, .05; 50 or more, .04; 1,000.....	.03
3150	"The Scoutmaster"—a 15-page pamphlet containing complete information for Scoutmasters. Each, .05; 100 or more	.04
3229	The Seascout Manual. A handbook of instruction for seascoutmasters and seascouts (seascout pilots and portmas-	

ters), containing the programs, requirements, insignia, flags and necessary equipment, with notes on organization aims and ideas. (New edition in process of preparation.)

- 3002 The Boy Scout Scheme. Primarily for adults who wish to learn about the scout movement. Explains history, object and scope of the organization. Gives Scout Oath, Law and Requirements, with general information. Price, .05; 50 or more, .04½; 1,000 or more..... .04

POLICIES

- 3230 Pamphlet No. 1. "Technical Military Training and Use of Firearms".....03; 50 or more, .02½
3235 Pamphlet No. 2. "Relationship of Boy Scouts of America and Girl Scouts".....each, .03
3236 Pamphlet No. 3. "Attitude Toward Other Organizations Engaged in Boys' Work".....Each, .02
3287 Pamphlet No. 4. "Policies Concerning the Issuance of Council Charters".....03; 50 or more, .02
3297 Pamphlet No. 5. "Uniforms, Badges and Insignia" .05; 50 or more,03½

SCOUTING AND CITIZENSHIP

- 3120 "Trained for Citizenship: The Boy Scouts." James E. West, Chief Scout Executive. Reprint from *American Review of Reviews*. Each.....\$.03
3467 "Our Country's Greatest Asset," address by James E. West, Chief Scout Executive. 12 pages. Each, .05; 50 copies. 2.25
3417 "Stumbling Into Citizenship," one of a series of addresses by James E. West, Chief Scout Executive; each, .05; 50 copies, \$2.30; 100 copies..... 4.50
3482 "The Coming Nation." Reprint of article in *Success Magazine*, with interesting history and evolution of Boy Scout Movement. Each, .05; 50 copies, .04½; 100 copies.... .04

SCOUTING AND THE CHURCH

- 3103 "Is the Church Caring for Its Scouts?" Each, .10; 50 or more, each09
3291 "The Boy Scout Movement Approved by the Religious Education Association." The R. E. A. made a survey of organizations touching the young life of America. This pamphlet embodies the association's endorsement of Scouting and the statements prepared by the Boy Scouts of America in answer to the questionnaire submitted. Each, .05; 50 or more, each..... .04
3444 "Boy Scouts and Religious Education." Pamphlet. Each, .05; 100 copies, .04½; 250 copies, each..... .04
3294 "Scouting Under Catholic Leadership." Tells of the recognition and co-operation of the Catholic Church. Each, .07; 50 copies, each..... .05
3734 "Scouting Under Protestant Leadership." Tells of the endorsement and co-operation of Protestant churches of every denomination. Each, .06; 50 copies, each, .05; 100 copies, each04
3390 "The Scoutmaster Speaks." Booklet of testimony by church leaders who are also scout leaders. Each, .10; 50 or more each07½

- 3479 "Shall We Teach Religion in School?" Article by William G. Sheppard, reprinted from *Good Housekeeping Magazine*. Each, .05; 50 copies, .04½; 100 copies, each.....\$.04
- 3481 "Why Children Cheat and Steal." Reprinted from the *Literary Digest*. Reviews No. 3479 with valuable suggestions for scout leaders, each, .05; 50 copies, .04½; 100 copies.... .04

SCOUTING AND EDUCATION

- 3156 Scouting Education, by Dean James E. Russell, Teachers' College, Columbia University. An 8-page pamphlet reprinted from the *Educational Review*. Each, 10; 50 or more, .07½; 1,000, each,06
- 3227 Pedagogical Interpretation and Application of the Method of Boy Scout Education. Reprint from "Teachers' College Record," by David Snedden. Each, .05; 500 or more, .03; 1,000, each,02½
- 3458 Third Report Committee on Boy Scouts and Public Schools. Pamphlet. Each, .10; 25 copies, .08; 50 copies, .07; 100 or more, each..... .06
- 3721 "Boy Scout Movement and Public Schools." Address by James E. West, Chief Scout Executive, before Department of Superintendence of N. E. A., 1924. Each, .05; 50 copies, .04; 100, each03½

CAMPING

- 3205 Minimum Standards for Boy Scout Camps. Each, .05; 100, .04¼; 500, each02½
- 3463 Camp Nature Lore. A series of illustrated leaflets prepared by the National Department of Camping. Punched to fit Scoutmaster's Field Book. Subjects include camping, cooking, sanitation, handicraft, water supply, campcraft devices. Other subjects will be added. Each, .12; 50 copies, .11; 100 copies, each..... .10
- 3464 Camp Health, Safety and Sanitation. Publication of National Department of Camping, Boy Scouts of America. Points out some of the ways and means of establishing and conducting scout camps according to best health and sanitation regulations, 72 pages standard size, each, .20; 25 copies, .18; 50 copies..... .17
- 3653 "Every Scout A Swimmer." A complete book on swimming, diving, water sports and life-saving. Price, net... .50
- 3651 "Weir's Manual of Camping." Published by Playground and Recreation Association of America. Contains 13 articles by leading experts upon as many phases of camp organization and conduct. Fully illustrated..... 2.00
- 3547 "The Book of Camping." By Horace Kephart..... .75
- 3547-A "Book of Woodcraft." By Horace Kephart..... .75
- 3552 Shelters, Shacks and Shanties, by Dan Beard. When boys see these more than 300 illustrations by the author, they will hike for the "tall timber" at once to build a shanty or a shack, or will build one right in their back yard..... 1.75
- 3428 Camps and Camping. For the information and guidance of campers, parents, camp directors and counsellors..... .25

Clause 6—DEPARTMENT OF SCOUT SUPPLIES.

The scope of this department shall be confined strictly to the sale of such items of scout supplies, equipment and printed matter for which there is a real use in carrying out the Boy Scout program and the sale of which would render a distinct service to members of the organization; provided, however, that no attempt shall be made to develop a general sales department merely for the sake of profit and that it shall always be the policy of the department to sell only goods of unquestionable quality.

All net profits from the operations of the Department of Scout Supplies shall be used in the administration and extension of the program of the Boy Scouts of America throughout the country.

No article of supplies or equipment shall be listed in the catalog or offered for sale by the Department of Scout Supplies without the approval of the members of the Committee on Scout Supplies.

The Department of Scout Supplies is specifically charged with the responsibility of protecting the Boy Scouts of America against unauthorized use of its name, or distinctive wording, or any of its badges or insignia or distinctive uniform contrary to the provisions of the patent and trade-mark laws and Act of Congress of June 15th, 1916, and the Act of Congress of June 3rd, 1916, specifically authorizing the Boy Scouts of America to use its uniform and forbidding others to use a uniform, similar to the uniforms worn by the U. S. Army, Navy, or Marine Corps, without the approval of the Secretary of War.

Under the supervision of a committee of experts, the Executive Board maintains a supply department through which all duly registered Scouts may secure at the lowest possible cost consistent with good quality, all necessary Scout supplies, official badges, and such other things as they may desire because of the Scout program. All profits from this department are used for the furtherance of the Scout Movement. A catalogue of Scout supplies is issued semi-annually and will be sent without charge to any one upon application for same.

Local dealers in Scout equipment will sell uniforms to Scouts on the presentation of membership certificates.

This department is responsible for the protection of the Boy Scouts of America against unauthorized use of its name, badges, insignia, and uniform, contrary to the provisions of the act of incorporation by Congress.

Editorial Department

The Editorial Department, like the Publication Department, functions under the general direction of the Editorial Board. It is responsible for the editing and keeping up to date of the various official handbooks, for the revision of pamphlets already printed and the preparation of new ones for the Merit Badge Library, for exhibits, magazine publicity, the revision of blanks, forms, etc.

Recently the department has handled all newspaper publicity, including preparation of material appearing weekly in the *New York Sunday Times*, the *Weekly News Bulletin*, sent out every week, and various special bulletins issued from National Headquarters from time to time as events of special importance occur.

The Department works in closest co-operation with the other National Council Departments and endeavors to make full use of all the valuable material that comes in to it from the field by way of practical experience or inspirational matter.

The Seascout Department

For a discussion of the work of the Seascout Department see pages 444 to 467.

Troop Service Bureau

The Troop Service Bureau has four important functions.

1. To investigate and act on all applications for registration of Scouts, Scout leaders, veterans and pioneers, and for merit badges.

2. To answer all correspondence concerning organization of new troops and to promote re-registration of old troops.

3. To serve the scoutmaster of a troop not under council by advising with him on problems of troop management and by maintaining contact with him by correspondence in order that he may take full advantage of the service the National Office is able and eager to give him.

4. To maintain statistical records of registration, merit badge work and local council activities.

The scoutmaster will greatly facilitate the work of this Bureau if he will see that his registration and re-registration blanks are sent to the National Office promptly; that these are properly filled out, have the necessary signatures and enclose proper fees. For new troops use Form 690; for re-registering troops, Form 691; for new scoutmasters of troops already registered or re-registration, Form 694; for new assistant scoutmasters, after troop is registered, Form 695; for registration of additional boys after original registration, Form 515.

In correspondence, please use a separate sheet for each topic under discussion and write on one side of paper only.

THEODORE ROOSEVELT

*Resolution drafted by Hermann Hagedorn
and adopted by the National Council of the
Boy Scouts of America at their annual meet-
ing, 1919.*

HE was found faithful over a few things and he was made ruler over many; he cut his own trail clean and straight and millions followed him toward the light.

He was frail; he made himself a tower of strength. He was timid; he made himself a lion of courage. He was a dreamer; he became one of the great doers of all time.

Men put their trust in him; women found a champion in him; kings stood in awe of him, but children made him their playmate.

He broke a nation's slumber with his cry, and it rose up. He touched the eyes of blind men with a flame and gave them vision. Souls became swords through him; words became servants of God.

He was loyal to his country, and he exacted loyalty; he loved many lands, but he loved his own land best.

He was terrible in battle, but tender to the weak; joyous and tireless, being free from self-pity; clean with a cleanliness that cleansed the air like a gale.

His courtesy knew no wealth or class; his friendship, no creed or color or race. His courage stood every onslaught of savage beast and ruthless man, of loneliness, of victory, of defeat. His mind was eager, his heart was true, his body and spirit defiant of obstacles, ready to meet what might come.

He fought injustice and tyranny; bore sorrow gallantly; loved all nature, bleak spaces and hardy companions; hazardous adventure and the zest of battle. Wherever he went he carried his own pack; and in the uttermost parts of the earth he kept his conscience for his guide.



Photo by Underwood & Lothrop

Oct. 27, 1858—Jan. 6, 1919

CHAPTER XXIII

POLICIES

The Constitution and By-Laws of the Boy Scouts of America, adopted February 26th, 1917, and amended July 1, 1918, constitute the approved statement of the policies of the organization. From time to time interpretations of mooted points have been made, and it is believed that a statement of these interpretations will be helpful to Scoutmasters. The variety of the material presented precludes a logical or sequential arrangement, wherefore the topics are arranged alphabetically under general heads. It is hoped that this presentation may prove most satisfactory to the Scoutmaster who is seeking the interpretation of a particular policy, even though the arrangement destroys whatever element of continuity was existent in the several topics treated.

Adherence to Scout Oath and Law

CONSTITUTION OF THE BOY SCOUTS OF AMERICA

Article III—Principles and Policies

Section 1 — The Boy Scouts of America maintain that no boy can grow into the best kind of citizenship without recognizing his obligation to God. In the first part of the boy scout's oath or pledge the boy promises, "On my honor I will do my best to do my duty to God and my country, and to obey the scout law." The recognition of God as the ruling

and leading power in the universe, and the grateful acknowledgment of His favors and blessings, is necessary to the best type of citizenship, and is a wholesome thing in the education of the growing boy. No matter what the boy may be—Catholic or Protestant or Jew—this fundamental need of good citizenship should be kept before him. The Boy Scouts of America therefore recognizes the religious element in the training of a boy, but it is absolutely non-sectarian in its attitude toward that religious training. Its policy is that the organization or institution with which the boy scout is connected shall give definite attention to his religious life.

Only men willing to subscribe to this declaration of principle shall be entitled to certificates of leadership in carrying out the boy scout program.

The activities of the members of the Boy Scouts of America shall be carried on under conditions which show respect for the convictions of others in matters of customs and religion, as required by the twelfth Scout Law, reading, "A scout is reverent. He is reverent toward God. He is faithful in his religious duties and respects the convictions of others in matters of custom and religion."

In no case where a troop is connected with a church or other distinctively religious institution, shall scouts of other denominations or faith be required, because of their membership in the scout troop, to take part in or observe a religious ceremony distinctively peculiar to that institution or church.

"All scouts must know and subscribe to the Scout Oath and Law." By-Laws, Article VI, Section 2.

Affiliation of Scouts with Outside Organizations

The general policy of affiliation with outside organizations is reflected in the following letter of the Chief Scout Executive, written May 25th, 1917:

"At the meeting of our Executive Board Monday, Mr. Livingstone brought up the question as to the advisability of the acceptance of your troop of the honorary membership in the Grand Army Post, and it was agreed, after discussion, that I should write and suggest that you politely decline this invitation, on the theory that we are making it a rule not to have the Boy Scouts of America affiliated officially as such, with any outside organization.

"Certainly this should not mean that there will not be the closest kind of cooperation between the G. A. R. and the Scouts. We want the Scouts to show them every courtesy, and to be helpful to the fullest degree possible."

By-Laws, Article IV, Section 1 (9), provides for a Committee on Relations with Other Organizations, consisting of three or more members. This is one of the eleven standing committees. The duties of this committee are defined in By-Laws, Article IV, Section 2, Clause 9, as follows:

"The Committee on Relations with Other Organizations shall serve as advisor to the Executive Board on all questions involving relationship with a view of making available the boy scout scheme as a program to supplement their work for boys."

It would seem, therefore, that official affiliation of the Boy Scouts of America, or any unit of it, with an outside organization is only to be considered when through such affiliation the program of the B. S. A. can be made available for boys working under said outside organization.

In any case where the procedure is doubtful, the case should be referred to the Committee on Relations with Other Organizations, in care of National Headquarters, 200 Fifth Avenue.

Age Requirement — Scouts

The language of the By-Laws upon this point is unequivocal. **"Only boys who have passed their twelfth birthday shall be eligible for membership."** By-Laws, Article VI, Section 1.

Boys under twelve years of age are not mentally capable of properly understanding the requirements of the Scout Movement, nor are they physically capable of the hikes and endurance tests. The underlying principle of scouting is the development of community interest. Community interest awakens with adolescence. It would therefore limit the effectiveness of the organization to enroll boys under twelve years of age. This limitation of membership to boys of twelve years, or older, was determined after much consideration covering a period of years. No deviation from it is possible, and the Scoutmaster is placed upon his honor not to violate this fundamental requirement.

Age Requirement — Scoutmasters and Other Scout Officials

The age of the commissioned leadership of the Boy Scouts of America, with the single exception of the Scoutmaster's Assistant, is fixed by the By-Laws, Article XII, Section 1, as at least 21 years. See page 534. No modification of this requirement is permissible. The Assistant Scoutmaster must be at least eighteen years of age. See By-Laws Article XII, Section 3. See page 535.

Anniversary Week and National Night

BY-LAWS OF THE BOY SCOUTS OF AMERICA

Article XVI, Section 5

Anniversary Week shall take place annually during the month of February so as to include February 8th, the date of the original incorporation of the Boy Scouts of America, and to continue through February 12th, Lincoln's Birthday.

The National Council through its various officers and with the cooperation of Scout officials throughout the country shall arrange for a nation-wide celebration during Anniversary Week, for the purpose of bringing more definitely to the attention of each community, the value of Scouting as a program for work with boys, for the development of character and training for citizenship.

The program for Anniversary Week will include a plan whereby every registered scout in good standing shall be given an opportunity to assemble on the evening of Anniversary Day, that is, February 8th, and promptly at 8:15 recommit himself to the Scout Oath and Law.

On this occasion it shall be the duty of the scoutmaster and other leaders to bring to the attention of the scouts the extent of the Scout Brotherhood in our own country and throughout the world, and impress upon their minds the fact that every boy scout the world over is committed to the same obligation and does a "good turn daily."

It is indeed a happy coincidence that the annual birthday celebration enjoined by the National Council upon every Boy Scout troop in America fall within the week of Lincoln's birthday, so that the week's program may include appropriate patriotic

services commemorative of this great American. Each year is likely to present some new feature or subject for special emphasis in the week's program. There will always be some subject or event of immediate importance to the community or to the nation, which can be made a pivotal point for the Scout celebration. The opportunity for a renewal of enthusiasm, a re-dedication to the ideals of scouting, and an extension of the movement in every community in which it has taken even a precarious foothold, is one that every Scout and Scout official will use to its utmost limit in Anniversary Week. No matter what the local conditions, Anniversary Week can be so used as to better them. National Headquarters, through "Scouting," will give many timely suggestions. These will be adapted to individual needs by local organizations.

Associate Scouts

By-Laws, Article X, Section 3, provides for the class of Associate Scouts. Older boys who are unable to continue as active members of a troop, should become Associate Scouts. For full exposition of requirements for this class, consult Boy Scout Handbook, page 23.

Through the use of this class of membership, the Scoutmaster may be able to hold many boys who might otherwise be prevented from remaining in the organization. Any Scout who for good reasons feels that he must resign from a troop should be given an honorable discharge.

Athletics

The policy of the Boy Scouts of America on the question of organized athletics is clearly defined. The Chief Scout Executive, writing to a Scoutmaster in June, 1917, says, in part:

"The activities of the Scout Movement are of course of an outdoor nature, but of the kind that develop sturdy, rugged, wholesome physique, coupled with a knowledge of practical everyday activities in which all Scouts can participate, rather than those activities in which only a certain small number of the more expert athletes can take part

under conditions which necessitate the occupation of spectators on the part of all the other boys.

"The great need in the Scout movement is for development along lines other than those which you have suggested. Purely athletic activities are already so popular and generally so well understood and appreciated, and so thoroughly promoted by a great many firmly established and recognized institutions, that the same urgency does not at present exist for our especial support thereof as against other more urgent and purely scouting needs."

As stated elsewhere in this book, the Scout principle in games or athletics is "general participation"—as few as possible being merely and only spectators. Basketball, baseball, and similar team games are, from the viewpoint of Scouting, open to the criticism that they are participated in by only a few of the total group. Better activities can and should be substituted.

As regards the gymnasium, it is valuable but should not be permitted to become a substitute for the needed out-door activities which Scouting promotes.

Badges and Insignia

All badges and insignia as well as the name of the Boy Scouts of America are protected by the U. S. Patent and Trade-mark Laws and by the provisions of the charter granted by Congress June 15th, 1916.

From the earliest days of the organization no effort has been spared to preserve the inviolability of the badges and insignia of scouting. It is due to the members of the organization, who by personal effort and sacrifice have made themselves proficient in scouting, and have thereby earned the right to wear the representative insignia, that those not entitled to wear this insignia should be prevented from doing so.

None but duly registered members of the Scout movement are able to secure any of the insignia, and then only as they qualify for the various degrees.

Transference to Others

Upon occasion Scouts are known to have loaned their badges or insignia to girl friends. The Scout-

master will at once recognize the incongruity as well as the illegality of such action, and should prevent its occurrence. In the first place the Scout Movement is essentially masculine in all of its activities. Its leaders and members are men and boys. The Scouting Program comprises activities requiring a virility, forcefulness and energy characteristic of boys, but not of girls. It is inconsistent that girls or women should wear any of the insignia which properly belong only to men and boys. Moreover the wearing of the insignia by any person not entitled to do so, depreciates its value and significance. Only by the most scrupulous attention to this matter, will the Scout emblems continue to have the value which makes their possession worthy the best efforts of Scouts and Scout Officials.

Charter and By-Laws on this Point

The Scoutmaster should familiarize the members of his troop with Section 7 of the Act of Incorporation, and Article VII of the By-Laws of the Boy Scouts of America. See page 158. An explanation of these provisions to members of the troop, will convince them of their duty of strict compliance therewith. Any other course is unjust to other Scouts, and subversive of the interests of Scouting.

Bands

BY-LAWS OF THE BOY SCOUTS OF AMERICA

Article XVI, Section 4, Clause 1 and Clause 2

Clause 1 — Boy Scout bands and fife and drum corps may be organized among members of the Boy Scouts of America and provided with suitable insignia indicating this special membership, provided, however, that the purpose of such organization shall be primarily and distinctively for the development of the boy along lines in harmony with the aims and object of the Boy Scout Movement, and that the members thereof also carry out the regular boy scout program.

Clause 2 — Under no circumstances shall a fife and drum corps or band made up of Boy Scouts of America enter into a contract as members of the Boy Scouts of America for the sale of their services in competition with any other bands of their own or any other community.

It is clearly the intent of these provisions of the by-laws to prevent a Boy Scout fife and drum corps or a Boy Scout band, in a Boy Scout capacity, from engaging in any service for which pay is to be received. Even were the element of actual competition not present, as would be the case where the Boy Scout band was the only one available, the intent of the by-laws is to prevent the Boy Scout band accepting any engagement to play for money.

Scout bands should not play while passing churches, hospitals, or any house where illness is known to exist. Bands should not play after 9 o'clock in the evening when on the street, and bugle practice should not be carried on in open places within 500 yards of houses.

Buildings for Scouts

The policy of the Boy Scouts of America is opposed to the erection of buildings for Scout headquarters. To raise a considerable sum of money for the erection of Scout headquarters, involves many questions beside the important ones of permanency and proper administration of funds. A central meeting place for all the troops of a district involves travelling long distances by individual Scouts, which from every point of view is undesirable. Moreover the advantage accruing to the community from having the troop active in the immediate locality of the homes of its members is lost when troops gather from widely scattered areas for meetings in a central place. In a few instances where attempts have been made to have cabins or buildings suitable for a troop headquarters, problems have arisen seriously affecting the best interests of the troop. It is held by National Headquarters that the best in-

terests of the boy in Scouting are conserved by the organization of troops in connection with existing institutions. In other words, the effort should be to get existing institutions to adopt the Boy Scout program as immediately serviceable to their needs, rather than to organize Scouting as an independent movement.

This policy should not be confused with the question of the ownership of permanent camp sites and camp cabins by local councils. Wherever a local council can acquire a permanent camp site for its troops, and by the erection of a cabin, secure to the Scouts the advantage of some out-of-door life throughout the year, it is most desirable that this be done, as the camp site and cabin are promotive of one of the major objectives of scouting, namely, the establishing of vigorous physical health through out-of-door activities, and the increase of knowledge of plants and animals through observations and association.

Church Scouting or the Church and the Boy Scout Movement

The relationship of the Boy Scout Movement to the church is one of noninterference in doctrinal instruction. The Boy Scout Program conflicts with no religious doctrine; on the contrary Scouting can be adopted as an auxiliary by any religious denomination, as an extension of its boys' work plan.

Moreover the Boy Scouts recognize the religious impulse as fundamental. See page 521.

It is significant that in the last annual report, published May 15, 1919, out of a total of 15,137 troops, National Headquarters reports 7,793 troops as organized under some religious institution. The Scout idea is a movement rather than an organization, and it is the primary idea of the national officers, and of all who are interested in the promotion of Scouting, to have it available as a movement to supplement the work of the church or other existing

organizations, rather than an agency which might lessen their influence. The Boy Scouts of America recognizes the church as one of the most important agencies for work with boys, and, it is believed that proper leadership in organizing troops in churches will give a widened opportunity to serve boy life and prove of great value as a form of religious education.

Commercialism

The use of the Scout uniform and organization for commercial purposes is not permitted.

BY-LAWS OF THE BOY SCOUTS OF AMERICA

Article XVI, Section 1, Clause 1

No member of the Boy Scouts of America, troop of scouts, chartered council, or any officer or representative of the Boy Scouts of America shall have the right to enter into a contract or relationship of a commercial character involving the Boy Scouts of America unless duly authorized by the Executive Board and then only in connection with the carrying out of the purposes of the Boy Scout Movement. Nor shall any local council, troop of scouts, or group of boys enter into a contract or business relationship with a business or commercial agency or corporation, or individual which may be construed as using the Boy Scout Movement for commercial purposes. This is not to be interpreted, however, as interfering with any scout earning money for his own scout equipment or for his troop.

This clause is a challenge for every Scout official, and every individual Scout; the former to test each proposal which comes up in the course of financing the troop to make sure that it involves no trace of commercialism, the latter, that in exercising his conceded right as an individual to earn money for himself, or for his troop for Scout purposes, he may do so without violating the Scout insignia or uniform. It must be clearly understood that a Scout engaged in individual selling activities, may not use the uniform or good name of the organization as a basis of his effort.

This policy is the outgrowth of experience in interpreting the real motives underlying a great variety of proposals submitted to National Headquarters. In many of these the "commercial" intent was so veiled as almost to escape detection. In others the advantages to the organization or to the individual Scout (financial or otherwise), were so alluring as to blind any but the severest analyst of the terms of the proposal.

Experience has proven that too great caution cannot be exercised in such matters. Proposals for advertising space in the official magazine, proposals for the sale of articles known to be desired by Boy Scouts, proposals for the use of Boy Scouts individually or in patrols or troops, are often couched in terms so subtle as to conceal their true import. Proposals of this sort come into National Headquarters daily, and their rejection often involves the forfeiture of large financial advantages, nevertheless they are invariably discredited as being contrary to the policy of the Boy Scouts of America.

Scoutmasters and Scout Officials will receive many proposals which have every appearance of being devoid of "Commercialism," and it will be only after the most careful scrutiny of the conditions, that a determination can be made. What at first sight seems to be free from any purpose to use the Boy Scout name or prestige to advance a business proposition, will often, on further study, reveal this as its underlying motive. Too great care cannot be exercised by all upon whom rests the responsibility for fulfilling both the letter and the spirit of this clause of the Constitution and By-Laws of the Boy Scouts of America.

Gifts and Donations

BY-LAWS OF THE BOY SCOUTS OF AMERICA

Article XVI, Section 1, Clause 2

In the case of any gift, donation or dedication to the Boy Scouts of America, the Executive Board shall determine whether the same shall be accepted;

and then it shall be made clear that the acceptance shall be upon the condition that no attempt will be made to capitalize such gift, donation or dedication in a way which might be construed as commercializing the Boy Scouts of America or securing a profit through the popularity of the Boy Scouts of America by reason of such gift, donation, etc.

Soliciting Funds and Tag Days

BY-LAWS OF THE BOY SCOUTS OF AMERICA

Article XVI, Section 2, Clause 1

Boy Scouts, collectively or individually, shall not be used in the solicitation of money or the sale of tags, or other similar methods of solicitation of money in connection with efforts to raise money incidental to the expenses of Scouting.

The purpose of this clause is to prevent capitalization of the Scout Movement or the Scout Uniform. It is manifestly unfair to the Scout to permit his participation in any enterprise involving the handling of money, under conditions which do not provide for a strict accounting, and it is for his protection against the adverse criticism to which such participation renders him liable, that the safeguard of this clause is inserted in the By-Laws.

It is realized that there are some exceptional instances where it is proper to have Scouts co-operate and participate with others in disposing of tickets, and therefore, it has not been found advisable to make a drastic rule absolutely forbidding use of Scouts in this way. The only thing that can be fairly and safely done is to place the burden squarely upon the conscience of the ranking Scout officials of each community concerned, having in mind the language of the article itself and the interpretation thus given.

Cooperation of Boy Scouts in National Movements

BY-LAWS OF THE BOY SCOUTS OF AMERICA

Article XVI, Section 2, Clause 2

Arrangements may be made by the ranking local authorities for scouts to cooperate with well established non-partisan and non-sectarian national move-

ments for the relief of humanity, in undertakings which they may promote to raise money, by giving personal service, provided, however, that this shall not involve the use of the Boy Scouts as solicitors of money.

Such participation is exemplified in the use of the Boy Scouts of America, in connection with the five Liberty Loan sales, the War Savings Stamps campaign, raising War gardens, and encouraging others to do the same, conducting a census for Black Walnut timber for government use, collection of fruit pits and nuts, cooperation with the Food and Fuel Administrations, the Committee on Public Information, and the Red Cross.

In connection with the last named service the attitude of National Headquarters toward the actual receiving of money by Boy Scouts, is clearly defined in a telegram from the Chief Scout Executive to a Scoutmaster, the text of which follows: "Uniformed Boy Scouts may properly cooperate with efforts to raise funds for the Red Cross when such funds are not personally handled by Scouts."

Commissions to Paid Men

Members of National Council must not be Professionally Engaged in Scouting. See By-Laws, Article I, Section 1, Clause 4. Page 553.

The object of this provision of the by-laws is obvious. The National Council, through its authorized agent, the Executive Board, is the executive organ of the Boy Scout Movement. Its membership is recruited, in part, from local councils, as provided for in By-Laws, Article 1, Section 1, Clause 1. Page 553.

If men in the paid employ of the National Council were to serve as members of that body, we should have the anomalous condition of a man's being able to influence legislation in his own behalf. The National Council, which issues and revokes the Commissions of all Scout Officials, is in the relation of employer to such of these officials as are

salaried for services performed in the interests of Scouting. The propriety of the limitation in membership of the National Council, as quoted above, is manifest.

Scout Commissioner Not Paid

The Scout Commissioner, who is the ranking commissioned officer in Scouting for the community, serves without compensation. See By-Laws, Article XII, Section 4. Page 535.

Scoutmaster Gives Voluntary Service

Of over 142,000 men serving boys through various capacities in the Scout Movement only about 600 are under salary. These devote their entire time to creating conditions which will facilitate service.

These include local Scout Executives and their assistants and also Field Scout Executives. The Scoutmaster is a volunteer worker who finds part of his recreation in this patriotic service of companionship with boys.

BY-LAWS OF THE BOY SCOUTS OF AMERICA

Article XII — Leadership

Section 1. In accordance with Article twelve of the constitution, the National Council may issue commissions to men to serve as scoutmasters, assistant scoutmasters, scout commissioners, deputy scout commissioners, assistant deputy scout commissioners, scout executives, assistant scout executives, field scout executives, regional scout executives, assistant regional scout executives, and special national field scout commissioners. The above officers with the exception of the assistant scoutmaster must be at least 21 years of age.

Section 2 — Scoutmasters. The success of the boy scout program is dependent upon the scoutmaster. His conception of the rules, spirit and purpose of scouting and the quality of his leadership control the possibilities for practical results in the work of the boys. For this reason, the greatest care should be exercised by all concerned in recommending men for such commissions. The scoutmaster shall be at least twenty-one years of age and shall be chosen because of good moral character and his interest in

work for boys. He need not be an expert in all of the scout activities but should be able to command the respect of boys in the management of his troop. He should attend all meetings and outings of the troop, delegate as much of his duties as possible to assistants and patrol leaders and make use of different experts in the various activities included in the scouting program. He, with the troop committee, is responsible for the general program and supervision of the work of the troop. All recommendations for commissions for men to serve as scoutmasters shall originate with the troop committee and be submitted on blanks provided for that purpose. In communities supervised by local councils, the recommendation of the troop committee shall be approved by the local council.

Section 3—Assistant Scoutmasters. Each troop should have one or more assistant scoutmasters. Assistant scoutmasters shall be at least eighteen years of age and may be selected and promoted because of their experience as members in a troop and efficiency in Scouting. An assistant scoutmaster performs such duties as may be assigned by the scoutmaster. All recommendations for commissions as assistant scoutmasters originate with the troop committee and require the approval of the local council, if there be such, having jurisdiction of the troop for which the scoutmaster is commissioned.

Section 4—Scout Commissioners. The scout commissioner is the ranking commissioned officer in Scouting for the community. He receives his commission from the National Council upon the nomination of the local council and serves without compensation in the same manner as the scoutmaster. The duties vary according to the size of the community, local conditions, and leadership available. In larger communities, where the detail work requires systematic and regular attention beyond what is reasonably to be expected of a volunteer worker, a scout executive is employed and commissioned by the National Council.

In such case the local council, by a resolution, definitely fixes the responsibility of the scout commissioner and the scout executive in order to prevent conflict of authority and make clear the responsibility of the Scout Executive to the Executive Board of the local council in all matters excepting those specifically assigned to the Scout Commissioner. In many communities the position of the Scout Commissioner is honorary,

Section 5 — Deputy Scout Commissioners. Commissions may be issued to men twenty-one years of age and over to serve as deputy scout commissioners. Their duties vary according to local conditions and the leadership available, and should be specifically fixed in each instance by resolution of the local council. When a scout executive is employed, pending the development of conditions warranting the employment of field executives, the voluntary services of deputy scout commissioners may be continued, subject, however, to the supervision and direction of the scout executive.

Section 6 — Assistant Deputy Scout Commissioners. In large communities where Deputy Scout Commissioners are assigned to special districts, commissions may be issued upon the recommendation of the local council to men to serve as assistant deputy scout commissioners. In such cases their duties shall be assigned by the Deputy Scout Commissioner, with the approval of the local council.

Section 7 — Scout Executive. Commissions as Scout Executives will be granted to men employed by local councils to serve as Executive Officers: The Scout Executive serves as secretary of the local council, its Executive Board and the various committees thereof. He works under the direction of the Executive Board and has general direction and supervision of scout activities within the jurisdiction of the council. As provided for in Section 4 of this article, relating to Scout Commissioners, the duties of the Scout Executive are definitely fixed by resolution of the Executive Board of the local council.

Section 8 — Assistant and Field Scout Executives. Commissions may be issued to men employed as Assistant Scout Executives. Whenever such assistants are assigned to special districts, they shall be designated and commissioned as Field Scout Executives. Their duties shall be as defined by the Scout Executive with the approval of the Executive Board of the local council.

Section 9 — Regional Scout Executives. As provided for in Clause one, Section four of Article five, men employed to work in the Field Department shall be designated and commissioned as Regional Scout Executives or Assistant Regional Scout Executives.

Section 10.—Special National Field Scout Commissioners. The Field Department may avail itself of the services of men, who by reason of their professions or the positions they hold, may be able to

cooperate in the extension of the Boy Scout program. Such men may receive commissions as Special National Field Scout Commissioners.

Council Charters

The National Council has issued a special bulletin fully explanatory of the organization and chartering of local councils. It is believed that this exposition covers all the different problems which arise from the widely varying conditions of different communities desiring charters for councils of the first or second-class. See page 579.

Exceptions to Scout Requirements

Exceptions to the requirements for the various Scouting ranks and badges are never authorized. The degrees of Tenderfoot, Second Class or First Class Scout are conferred only upon boys who have fulfilled all the regular requirements. This matter has been considered on numerous occasions, and discussed thoroughly at various meetings of the Committee on Badges, Awards and Scout Requirements. The decision arrived at has invariably been, that were an exception granted in a single isolated case, it would open the way for the violation of the national regulations affecting hundreds of thousands of other Scouts. These ranks represent certain fundamental abilities and accomplishments on the part of Scouts. Any modification of the standard (by making individual exception to the requirements) would lower the prestige and significance of these ranks and of other ranks based upon them.

Membership Dues of Scout Troops Organized in Institutions

Troops have been organized in orphanages and other institutions where the boys have no way of raising money to meet their annual membership—some have proposed that the registration fee be paid by a donor. The National Council is opposed to the principle involved in this plan. The plan advocated in such a case, is that the sum of money

which would have been forthcoming for the payment of the dues, be used as a fund from which prospective Scouts be paid for services rendered. Such a plan makes it possible for a boy to earn his way in scouting, and in so doing, increases his sense of self-respect and independence.

Girl Scouts: Relationship of Boy Scouts to

STATEMENT OF THE EXECUTIVE BOARD, DISTINCTLY DIFFERENTIATING THE TWO ORGANIZATIONS

(Text of Statement as given in "Scouting," July 1, 1918, page 2.)

"There is no connection between the Girl Scouts of America and the Boy Scouts of America, nor is it thought wise or in the interests of either that the same or joint leadership be extended to both, as programs for boys and girls must naturally proceed along different lines.

"The Boy Scouts of America are friendly disposed towards this as well as other agencies engaged in character building and citizenship training for the growing youth of this country, whether girls or boys.

"The women constituting the Executive Board of the Girl Scouts are of the highest character and are guided by the desire to do real constructive work among girls. It is, of course, understood that the work and program of the Girl Scouts is conducted entirely independent of the Boy Scouts of America.

"We believe that it would have been better for both organizations and would have avoided unnecessary misunderstanding if the Girl Scouts had chosen a different name for their organization and one not so similar to ours; that it would be highly desirable if all work to accomplish the same objectives with girls as Scouting does with boys, namely, character development and citizenship training, could be carried on under one name and one management, so different and distinctive as to reduce to a minimum opportunity for confusion and misunderstanding as to the relationship of the two organizations, further, that the methods and program of girls' work should be based primarily upon the fundamental needs of girls and not follow so closely the program for boys.

"We have discussed the matter of name at some length with the representatives of the Girl Scouts of America in an effort to have them meet our point of view, but they are convinced that their organization to be really effective should be called 'Girl Scouts' so as to secure the benefit for girls of what 'Scouting' has become so universally understood to mean, through the effect of the program of the Boy Scouts now so many years in use.

"In view of these facts, and because of the similarity of names, it should be clearly understood, and when the circumstances warrant, it should be definitely emphasized, that the Boy Scouts of America deals only with boys,—that it has nothing whatever to do with the management, direction or program of the Girl Scouts of America. In our opinion it is undesirable and will lead to complication for the work of the two organizations to be combined in any way, and the National Council of the Boy Scouts of America would not approve of any attempt being made to do the work of the two organizations in the same office or under the same Executive or leadership, as it is believed this would be of no particular benefit to the work of the Girl Scouts and distinctly a detriment to the development of the best interests and work of the Boy Scouts of America."

For a more complete discussion of this subject, see Policy Bulletin No. 2, issued by National Headquarters.

Joint Hikes of Girls and Boys

Joint hikes of boys and girls are strongly disapproved because of inherent difficulties of leadership.

Government Subsidy

The question of government subsidy of the Boy Scout Movement has frequently arisen, and has found hearty advocates among some of the strongest supporters of the Boy Scout Movement. The attitude of the Executive Board is that any appropriation or subsidy made by the government for the benefit of the Boy Scout Movement would necessarily impose restrictions and limitations, and involve the organization in obligations to follow the dictates of the federal government even to the extent, possibly, of conflicting with the fundamental policies on which the Boy Scout Movement is organized.

CONSTITUTION OF THE BOY SCOUTS OF AMERICA

Article XV — Finances

Section 1 — The necessary expenses of the Boy Scouts of America shall be met from the receipts from annual registration fees, membership dues and contributions; and the proceeds from sales of publications and supplies and from such other sources as may be determined by the National Council.

Section 2 — Contributions shall be solicited in the name of the Boy Scouts of America only through or by the authority of the National Council, or by chartered local councils or troops under an arrangement agreed upon by the National Council. Boys shall not be permitted to serve as solicitors of money to pay any expenses incidental to Scouting.

Section 3 — Each chartered council shall render annually to the community in which it is located a duly audited statement of all funds collected and expended in carrying out the scout program, and shall furnish a copy thereof to the National Council for statistical purposes.

Section 4 — The funds of the Boy Scouts of America shall be disbursed only upon the authorization of the Executive Board in the manner set forth in the By-Laws.

Labor Movement and the Boy Scouts of America

The American Federation of Labor, at the Annual Meeting held in Rochester, November, 1912, made an exhaustive report upon the Boy Scouts of America. The report deals with the history of the movement, and its objectives and the program through which these objectives are to be attained. The report closed with the endorsement of the organization by the American Federation of Labor.

The policy of the National Council is consistently and invariably one of non-interference, or non-competition. Boy Scouts, as such, and in uniform, must not enter into industrial competition which the world's regular workers very properly regard as "unfair." It is the obligation of every Scout official to maintain this policy, and to see to it that no individual Scout involves the Boy Scouts as an organization in industrial competition.

CONSTITUTION OF THE BOY SCOUTS OF AMERICA

Article III, Section 2

The Boy Scouts of America shall not, through its governing body or through any of its officers, its chartered councils or members, involve the Boy Scout Movement in any question of a political character, but each official and member shall have freedom of thought and action as an individual.

Local Council Incorporation

In the case of an unincorporated council desiring to hold real estate, such real estate would have to be held in trust by the National Corporation for the local council, but this procedure seems inconsistent with the maintenance of the principle of being a movement rather than an organization. Where real estate is involved it is better to have the local council incorporated so that it may take title. In every such case, however, the purposes of the organization should be stated in the same terms as in the Na-

tional Charter. This would clearly establish that the incorporation is for the purpose of carrying out the policies of the Boy Scouts of America, and would tend to the uniformity of such charters of incorporation. Suggested drafts may be had upon application to National Council.

Loyalty

By the provisions of Article XII of the Constitution, only men who are citizens of the United States, or those who have legally declared their intention to become citizens of the United States, may be commissioned for any form of leadership in the Boy Scout Movement. In the case of minors, born on foreign soil, only those may be accepted for membership as Boy Scouts who take an oath of allegiance to the flag and to the government of the United States. But this is not enough. There must be active loyalty on the part of the Boy Scout membership. A suspicion of disloyalty must not remain unchallenged. The Boy Scout Movement is founded upon the principle of absolute loyalty. It is intolerable that a man commissioned by the National office, should make an utterance or give instruction which the Scouts interpret as unpatriotic. Every such case should be promptly and thoroughly investigated by the proper authorities, and unless perfect loyalty of the Scout leader is established, a recommendation to the National Council for the revocation of his commission should be made.

At no time in our history as a nation, has there been a greater need for one hundred per cent Americanism than today. The Boy Scout Movement is unequivocal in its position upon this point, and will accept, or continue in membership only those who are unreservedly loyal to our government.

Parades

BY-LAWS OF THE BOY SCOUTS OF AMERICA Article XVI, Section 3

The officers and leaders of the Boy Scouts of America shall when practicable, cooperate in connection with civic or other public gatherings of a non-partisan and non-political character in a way which gives scouts an opportunity to render service in harmony with their training as scouts, instead of merely taking part in parades or making a show of themselves in their uniforms.

Smoking and Intoxicating Liquors

It would seem sane counsel for a man training youth in the way they should go,—to go that way himself.

The Scoutmaster who urges his Scouts to keep their teeth clean but who does not do so himself, thereby weakens his influence.

The Scoutmaster who expects his boys to be prompt and is himself not prompt is in a vulnerable position.

Smoking by boys is admittedly undesirable, therefore the Scoutmaster who smokes is similarly embarrassed.

Scout Officials who smoke at all, therefore, should consider carefully the propriety of smoking in public—never when in uniform, or on active Scout duty—not that they should sail under any false colors, but that they should be careful indeed of their influence upon youth.

The policy of the National Council upon the use of alcoholic liquors and tobacco by Scout officials is expressed in the following resolution, adopted February 11, 1913.

RESOLVED, That the National Council recommend that intoxicating liquors be not used in connection with Scout meetings, and that all Scoutmasters and other officials while on active duty refrain from the use of tobacco, and that those who are accustomed to the use of tobacco do not conceal the fact from the boys, but discuss frankly with them the desirability of refraining from its use until they have attained their full development.

Technical Military Training and Uses of Fire-arms

In the Scout program, drill is a means to attain discipline, not an end itself. It should not be unduly emphasized. Boys of Scout age are unfitted to receive technical military training. Gen. Leonard Wood recently said "Personally, I do not believe we should give the training until the year in which the youth becomes nineteen." Scout training develops men capable of taking care of themselves, and hence valuable alike in peace or war.

The Scout Movement is neither military nor anti-military. On the other hand it does teach valuable information which a soldier must have. The Marksmanship Merit Badge recognizes the supervised use of fire-arms. The use of guns in mass and for drill purposes, however, is alien to the Scout Movement and is not permitted to Scouts.

CONSTITUTION OF THE BOY SCOUTS OF AMERICA

Article III, Section 3

In carrying out the purpose of the Boy Scout Movement as stated herein, technical military training and drill shall not be included for the reason that they are not equal in value or as suitable for boys of scout age in training for good citizenship as the program of scout activities.

Tips

The question has arisen as to whether a Scout who is employed as a "bell hop" in a summer hotel, and part of whose small salary is made up of tips, is violating the Scout law (clause 9) by accepting the tips.

When a Scout not as such but as an individual is engaged in work where compensation is based upon the assumption that it will be supplemented by gratuities, the latter take on the nature of a legitimate compensation. The alternative would seem to be to discourage the Scouts from entering this sort of service. He should not wear the uniform when engaged in this work.



BY-LAWS OF THE BOY SCOUTS OF AMERICA

Article I

Section 5—Membership Clause 4. Any person who desires to strengthen and to extend the influence of the Boy Scouts of America, in carrying out its program with the Boyhood of America, for character building, citizenship training and Americanization, may become an Associate Member by the payment of from \$1.00 to \$5.00 per year to the work of the National Council of the Boy Scouts of America;

A Contributing Member, by the subscription of \$5 to \$25 per year;

A Sustaining Member, by the contribution, per year of from \$25 upward. (Continued on page 565.)

CHAPTER XXIV

FEDERAL CHARTER

PERMANENT PROTECTION PROVIDED BY CONGRESS

An act to incorporate the Boy Scouts of America, and for other purposes:

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That Colin H. Livingstone and Ernest P. Bicknell, of Washington, District of Columbia; Benjamin L. Dulaney, of Bristol, Tennessee; Milton A. McRae, of Detroit, Michigan; David Starr Jordan, of Berkeley, California; F. L. Seely of Asheville, North Carolina; A. Stamford White, of Chicago, Illinois; Daniel Carter Beard, of Flushing, New York; George D. Pratt, of Brooklyn, New York; *Dr. Charles O. Hart, of Philadelphia, Pa.; Franklin C. Hoyt, Jeremiah W. Jenks, Charles P. Neill, Frank Presbrey, Edgar M. Robinson, Mortimer L. Schiff, and James E. West, of New York, New York; G. Barrett Rich, junior, of Buffalo, New York; Robert Garrett, of Baltimore, Maryland; John Sherman Hoyt, of Norwalk, Connecticut; Charles C. Jackson, of Boston, Massachusetts; John H. Nicholson, of Pittsburgh, Pennsylvania; William D. Murray, of Plainfield, New Jersey; and George D. Porter, of Philadelphia, Pennsylvania, their associates and successors, are hereby created a body corporate and politic of the District of Columbia, where its domicile shall be.

Section 2— That the name of this corporation shall be "Boy Scouts of America," and by that name it shall have

* Omitted by mistake from bill.

perpetual succession, with power to sue and be sued in courts of law and equity within the jurisdiction of the United States; to hold such real and personal estate as shall be necessary for corporate purposes, and to receive real and personal property by gift, devise, or bequest; to adopt a seal, and the same to alter and destroy at pleasure; to have offices and conduct its business and affairs within and without the District of Columbia and in the several States and Territories of the United States; to make and adopt by-laws, rules, and regulations not inconsistent with the laws of the United States of America, or any State thereof, and generally to do all such acts and things (including the establishment of regulations for the election of associates and successors) as may be necessary to carry into effect the provisions of this Act and promote the purposes of said corporation.

Section 3—That the purpose of this corporation shall be to promote, through organization, and cooperation with other agencies, the ability of boys to do things for themselves and others, to train them in scoutcraft, and to teach them patriotism, courage, self-reliance, and kindred virtues, using the methods which are now in common use by Boy Scouts.

Section 4—That said corporation may acquire, by way of gift, all the assets of the existing national organization of Boy Scouts, a corporation under the laws of the District of Columbia, and defray and provide for any debts or liabilities to the discharge of which said assets shall be applicable; but said corporation shall have no power to issue certificates of stock or to declare or pay dividends, its object and purposes, being solely of a benevolent character and not for pecuniary profit to its members.

Section 5—That the governing body of the said Boy Scouts of America shall consist of an executive board composed of citizens of the United States. The number, qualifications, and terms of office of members of the executive board shall be prescribed by the by-laws. The persons mentioned in the first section of this Act shall constitute the first executive board and shall serve until their successors are elected and have qualified. Vacancies in the executive board shall be filled by a majority vote of the remaining members thereof. The by-laws may prescribe the number of members of the executive board necessary to constitute a quorum of the board, which number may be less than a majority of the whole number of the board. The executive board shall have power to make and to amend the by-laws, and, by a two-thirds vote of the whole board at a meeting called for this purpose, may authorize and cause to be executed mortgages and liens upon the property of the corporation. The executive board may, by

resolution passed by a majority of the whole board, designate three or more of their number to constitute an executive or governing committee, of which a majority shall constitute a quorum, which committee, to the extent provided in said resolution or in the by-laws of the corporation, shall have and exercise the powers of the executive board in the management of the business affairs of the corporation, and may have power to authorize the seal of the corporation to be affixed to all papers which may require it. The executive board, by the affirmative vote of a majority of the whole board, may appoint any other standing committees, and such standing committees shall have and may exercise such powers as shall be conferred or authorized by the by-laws. With the consent in writing and pursuant to an affirmative vote of a majority of the members of said corporation, the executive board shall have authority to dispose in any manner of the whole property of the corporation.

Section 6 — That an annual meeting of the incorporators, their associates and successors, shall be held once in every year after the year of incorporation, at such time and place as shall be prescribed in the by-laws, when the annual reports of the officers and executive board shall be presented and members of the executive board elected for the ensuing year. Special meetings of the corporation may be called upon such notice as may be prescribed in the by-laws. The number of members which shall constitute a quorum at any annual or special meeting, shall be prescribed in the by-laws. The members and executive board shall have power to hold their meetings and keep the seal, books, documents, and papers of the corporation within or without the District of Columbia.

Section 7 — That said corporation shall have the sole and exclusive right to have and to use, in carrying out its purposes, all emblems and badges, descriptive or designating marks, and words or phrases now or heretofore used by the Boy Scouts of America in carrying out its program, it being distinctly and definitely understood, however, that nothing in this Act shall interfere or conflict with established or vested rights.

Section 8 — That on or before the first day of April of each year the said Boy Scouts of America shall make and transmit to Congress a report of its proceedings for the year ending December thirty-first preceding, including a full, completed, and itemized report of receipts and expenditures, of whatever kind.

Section 9 — That Congress shall have the right to repeal, alter, or amend this Act at any time.

Approved, June 15, 1916.

In Building Boys Right You Build the Nation Right



Scouting's program is solidly constructive throughout. It is building boys of good character into the very structure of our country's life

CONSTITUTION OF THE BOY SCOUTS OF AMERICA

(Revised to Jan. 16, 1920)

Article I—Name

The name of the corporation is Boy Scouts of America.

Article II—Purpose

The purpose of this corporation is as set forth in the original certificate of incorporation under the laws of the District of Columbia, dated February 8, 1910, and restated in Section 3 of the Charter granted by Congress June 15, 1916, as follows—"That the purpose of this corporation, shall be to promote, through organization, and cooperation with other agencies, the ability of boys to do things for themselves and others, to train them in scoutcraft, and to teach them patriotism, courage, self-reliance, and kindred virtues, using the methods which are now in common use by boy scouts," by placing emphasis upon the Scout Oath and Law for character development, citizenship training and physical fitness.

Article III—Principles and Policies

Section 1—See page 521.

Section 2—See page 540.

Section 3—See page 543.

Article IV—Program

The program shall be one which recognizes the achievements of boys by the award of degrees and badges designating them progressively as tenderfoot, second class and first class scouts, and by the award of special merit badges for proficiency in the subjects of woodcraft, handicraft, civics, etc., as may be determined upon from time to time by the National Council.

The motto of the Boy Scouts of America is "Be Prepared."

Article V—Membership of the Corporation

Section 1—In accordance with the provisions of Sections 1 and 2 of the Act of Congress approved June 15, 1916, entitled "An Act to incorporate the Boy Scouts of America," giving the incorporators therein named the power to provide for the election of their associates and successors, the incorporators, and all persons who are duly elected and shall qualify as members of the National Council herein provided for, shall constitute the corporate membership of the Boy Scouts of America, to be known and designated collectively as the National Council of the Boy Scouts of America.

Section 2—The National Council of the Boy Scouts of America shall consist of those persons who are elected as representatives of local councils duly chartered as provided for herein, and such others not representative of local councils as may be elected by the National Council or its Executive Board in accordance with the provisions of the By-Laws, provided, however, that this latter group shall at no time constitute a majority of the entire membership of the National Council.

Section 3—No person shall be eligible to membership in the National Council of the Boy Scouts of America who is not a citizen of the United States or has not taken the preliminary legal steps to become a citizen of the United States.

Article VI—Honorary Membership

Honorary membership of the Boy Scouts of America shall consist of such citizens of the United States as may be elected by the National Council in the furtherance of the program of the Boy Scouts of America.

Article VII—Officers

Section 1—Honorary Officers. The President of the United States shall be the Honorary President of the Boy Scouts of America and all living Ex-Presidents of the United States shall be Honorary Vice-Presidents, upon their acceptance. The National Council may from time to time, upon the nomination of its Executive Board, elect as additional Honorary Vice-President, citizens of the United States who have rendered distinguished service to our country through work for boys.

Section 2—Active Officers.

Clause 1—The active officers of the Boy Scouts of America shall be a President, one or more Vice-Presidents, a National Scout Commissioner, a Treasurer and a Chief Scout Executive. These officers with the exception of the Chief Scout Executive shall be elected from the membership of the National Council at its annual meeting, to serve for one year and until their successors have qualified, and shall perform the duties which usually pertain to their respective offices.

Clause 2—The President of the Boy Scouts of America shall serve as President of the National Council and Chairman of its Executive Board, and with the Treasurer shall be an ex-officio member of all committees of the National Council and its Executive Board.

Clause 3—The National Scout Commissioner shall serve as Chairman of the National Court of Honor.

Clause 4—The Chief Scout Executive shall be appointed

by the Executive Board of the National Council and shall serve as the Secretary of the National Council, its Executive Board and the various committees thereof.

Clause 5—The Executive Board of the National Council shall have power to fill all vacancies occurring between the meetings of the National Council.

Article VIII—Corporate Meetings

Section 1—The National Council shall hold an annual meeting at such time and place as may be prescribed in the By-Laws for the purpose of receiving the annual reports of the officers and various committees, electing officers of the Boy Scouts of America and members of the National Council and its Executive Board, and transacting such other business as may come before the meeting. Other corporate meetings may be held as prescribed in the By-Laws.

Section 2—At any meeting of the National Council, its Executive Board or any of the committees thereof, each member present shall be entitled to one vote, and voting by proxy shall not be permitted.

Article IX—Executive Board

Section 1—The Executive Board shall consist of not less than twenty-one or more than thirty members, elected in accordance with the provisions of the By-Laws and shall exercise all the powers of the National Council during the interval between its meetings.

Section 2—Members of the Executive Board shall be elected in such manner as is prescribed in the By-Laws so that not more than one class will expire in any one year.

Article X—Organization of Troops

See page 29.

Article XI—Local Councils

Section 1—For the promotion and supervision of the Scouting program in local communities, the National Council, in conformity with the provisions of the By-Laws, may grant and revoke charters to groups of citizens of the United States, representative of their respective communities, and issue certificates of membership in such council to the officers and members thereof. A group so chartered shall be known as a local council and shall have jurisdiction within the territory described in its charter for the term specified in the charter.

Section 2—The powers and responsibilities of local councils shall be controlled by the Constitution and By-Laws and regulations of the National Council or its Executive Board.

Section 3—The organization policy of the Boy Scouts of America shall be such as to reduce to a minimum the machinery of organization and keep the boy scout program available as a movement as largely as is practicable. In granting charters, the jurisdiction of councils shall be confined to an area in which it is convenient and logical for boys to be brought together for cooperative effort without involving the expense of transportation or necessitating boys making long trips from their homes to a central office. A federation of one or more councils may be authorized only within a municipality or a community having such common interests as to make it desirable to have concerted efforts in securing the proper financial support for the Boy Scout Movement, and uniform action on questions of policy affecting the entire area included in the federation.

Provided, however, that no such federation shall be permitted to extend over an area in which the authorized delegates from the chartered councils are not within a convenient commuting radius of the headquarters of such a federation. No State organization, however, shall be permitted as such.

Article XII—Granting of Commissions and Certificates of Membership

See page 29.

Article XIII—National Court of Honor

See page 178.

Article XIV—Uniforms and Badges

See pages 363, 583-587.

Article XV—Finances

See page 539.

Article XVI—Amendments

This constitution may be amended at any regular meeting of the Executive Board during the year 1917, provided a copy of the proposed amendment has been mailed to each member of the Executive Board at least ten days before such meeting, and at any annual or special meeting of the National Council, provided that a copy of the proposed amendment or amendments is submitted to the Executive Board of the National Council at least sixty days before such annual or special meeting is to be held. The provisions of amendments so proposed shall be included in the call for the meeting at which they are to be presented for consideration, at least fifteen days in advance of the meeting.

BY-LAWS OF BOY SCOUTS OF AMERICA**Article I—The National Council****Section 1—Membership.**

Clause 1—Each chartered council of the Boy Scouts of America shall have the right to elect annually one of its members as a member of the National Council of the Boy Scouts of America, and one additional member for every thousand boys enrolled according to the records of the National Council, who shall serve during the period for which charter has been granted to the local council.

Local Councils shall certify as to the election of members of the National Council on blanks which shall be provided for that purpose.

Clause 2—Additional members of the National Council may be elected by the National Council or the Executive Board to serve for one year or until their successors have been elected and have qualified, provided, however, that persons thus elected shall at no time constitute a majority of the entire membership of the National Council.

Clause 3—All persons elected members of the Executive Board, shall upon their election become members of the National Council for the term of their election as members of the Executive Board.

Clause 4—Persons engaged professionally in Scout work in any form shall be ineligible to membership in the National Council.

Section 2—Credentials of Members of the National Council. The National Council shall issue certificates of membership to all persons duly elected and who qualify as members of the National Council, and only those persons to whom such certificates have been issued shall be entitled to participate in or vote at the meetings of the National Council.

Section 3—Meetings.

Clause 1—The Annual Meeting of the National Council of the Boy Scouts of America shall be held during May at such time and place as may be determined upon by the Executive Board at its monthly meeting held in March.

Clause 2—Notice. A notice of the annual meeting shall be mailed to each member of the National Council at least thirty days in advance thereof, definitely indicating the time and place of the meeting.

Clause 3—Special Meetings. Special meetings of the National Council may be called by the Executive Board at any time, and shall be called upon the request of 25 members of the National Council, to be held at the office of the National Headquarters, provided, however, that a notice of such meeting, indicating the object thereof, shall be mailed to each member of the National Council at least thirty days in advance of the meeting.

Clause 4—Quorum of National Council Meetings. Twenty-five members of the National Council shall constitute a quorum for all purposes.

Section 4—Honorary Members. Honorary members of the Boy Scouts of America may be elected by the National Council to serve for one year. Honorary members of the Boy Scouts of America, and such other persons as may be specially invited, may attend the meetings of the National Council but shall have no vote.

Section 5—Associate Members. See page 544.

Article II—The Executive Board

Section 1—The Executive Board shall consist of not less than twenty-one or more than thirty members.

Section 2—Elections. At each annual meeting of the National Council, successors to the members of the class whose terms expire shall be elected to serve for a term of three years or until their successors have been elected and have qualified. During the interval between meetings of the National Council vacancies may be filled by the Executive Board, provided that nominations to fill such vacancies shall be referred to the subcommittee of the Board for report.

Section 3—Meetings. The Executive Board shall meet monthly except during July, August and September, at such time and place as the Board may, from time to time, direct.

Section 4—Notice of Board Meetings. A notice of all meetings shall be mailed to each member and whenever practicable, at least one week in advance of any meeting.

Section 5—Special Meetings of Executive Board. Special meetings may be called by the Sub-Committee of the Executive Board or by the Chairman of the Executive Board.

Section 6—Quorum of the Executive Board. Seven members of the Executive Board shall constitute a quorum.

Section 7—Nominations.

Clause 1—At the March meeting of the Executive Board, the Chairman shall, subject to the approval of the Executive Board, appoint five members of the National Council who shall serve as a nominating committee to make nominations at the annual meeting of the National Council for officers and members of the National Council and members of the Executive Board.

Clause 2—All nominations must be submitted in writing to the nominating committee for its consideration and recommendation to the National Council at its annual meeting.

Section 8—Program and Resolutions. At the March meeting of the Executive Board, the Chairman shall, subject to the approval of the Executive Board, appoint three or more members of the National Council as a Committee on Program and Resolutions for the ensuing annual meeting of the National Council. The notice of the annual meeting shall announce the membership of this committee and invite suggestions from each member of the National Council for the arrangement of the program and resolutions for consideration at the annual meeting. All resolutions thus submitted or which may be offered at the annual meeting shall be considered by this Committee and submitted to the National Council with recommendations.

Article III—Officers

Section 1—President. The President of the Boy Scouts of America shall serve as President of the National Council, Chairman of the Executive Board and ex-officio member of all the Committees thereof and perform the functions usually pertaining to that office. He shall be elected annually from the membership of the National Council and shall hold office until his successor shall have been elected and shall have qualified.

Section 2—Vice-Presidents. There shall be five vice-presidents elected annually and as far as practicable representing the different geographical sections of the country. In the order of their rank, they shall perform the duties of the President in case of his absence or inability to serve.

Section 3—National Scout Commissioner. The National Scout Commissioner shall serve as Chairman of the National Court of Honor, as provided for in Article XIV of the By-Laws.

Section 4—Treasurer. The Treasurer shall be elected annually from the membership of the National Council. He shall receive all moneys of the corporation and disburse the same as authorized by the Executive Board. He shall keep a full account of all moneys received and paid out and render a report at each meeting of the Executive Board. At each annual meeting of the National Council, he shall present a complete and detailed statement of all receipts and expenditures, together with a statement of assets and liabilities and the financial operations of each of the various departments of the Boy Scouts of

America during the preceding calendar year, this statement having first been duly audited by auditors approved by the Executive Board. All funds shall be deposited in such depositories as shall be approved by the Executive Board. The Treasurer shall be bonded.

Section 5—Chief Scout Executive. The Chief Scout Executive shall be appointed by the Executive Board and shall serve as Secretary of the National Council, the Executive Board and the various committees thereof. He shall, under the authority of the Executive Board, serve as the Executive Officer of the Boy Scouts of America and have general direction of the administrative work. He shall keep himself informed as to conditions affecting the Scout Movement by individual and general conference with the heads of departments and scout officials throughout the country, and bring to the attention of members of the Executive Board information of unusual interest, and shall present to the Board for consideration and action, such matters as involve a question of policy which have not been passed upon by the Executive Board. He shall execute, on behalf of the corporation, all documents, deeds, or notes duly authorized to be executed, and shall be the custodian of the seal of the corporation and shall affix the same, attested by his signature, to such documents, deeds or notes as may require it. He shall keep a record of all minutes and attest the same with his signature. He shall notify members of their election as officers or appointment as members of Committees, and shall send out notices of all meetings herein provided for. He shall, with the approval of the Executive Board, have power to appoint a Deputy Chief Scout Executive, and to designate one or more assistants to the Chief Scout Executive as the growth of the organization demands. Subject to the approval of the Executive Board he shall have power to appoint and remove all employees and to direct their work. He shall require monthly reports from the directors of the various departments of the Boy Scouts of America and shall submit such reports or a summary thereof at each monthly meeting of the Executive Board. He shall prepare an annual report of the Boy Scouts of America for each calendar year, to be presented at the annual meeting of the National Council, and with its approval, shall transmit the same to Congress as required by the provisions of the Federal Charter.

Section 6—The officers herein provided for shall be elected by ballot at the annual meeting of the National Council, except the Chief Scout Executive, the Deputy Chief Scout Executive, and the assistants to the Chief Scout Executive. Vacancies occurring between meetings of the National Council may be filled by the Executive Board.

Article IV—Committees

Section 1—Appointment. The President shall annually with the advice and approval of the members of the Executive Board appoint the following standing committees to serve for one year or until their successors have been appointed and have qualified:

1. Sub-Committee of the Executive Board, consisting of three members.

2. Committee on Finance, consisting of three or more members.

3. Committee on Badges, Awards and Scout Requirements, consisting of nine or more members.

4. Committee on Organization and Field Work, consisting of five or more members.

5. Committee on Camping, consisting of seven or more members.

6. Committee on Education, consisting of five or more active members.

7. Library Committee, to be known as Library Commission, consisting of seven or more members.

8. Committee on Sea Scouting, consisting of seven or more members.

9. Committee on Relations with other organizations, consisting of three or more members.

10. Editorial Board, consisting of three members.

11. Committee on Scout Supplies, consisting of seven or more members.

Section 2—Duties of Committees.

Clause 1—Sub-Committee of the Executive Board. The Sub-Committee of the Executive Board, as specifically provided for in Section 5 of the Federal Charter of the Boy Scouts of America shall exercise the powers of the Executive Board in such matters as may require action between the meetings of the Executive Board.

Clause 2—Committee on Finance. The Finance Committee shall devise ways and means for obtaining funds necessary to meet the authorized budget for carrying out the work of the Boy Scouts of America.

In January of each year the Finance Committee shall present in writing an itemized estimate of the income and expense for the ensuing year, and upon the approval of the Executive Board this shall become the authorized budget for that year, and no obligations beyond the amount thus authorized shall be incurred by any Committee or agent of the organization unless especially authorized by the Executive Board and the Finance Committee.

Clause 3—Committee on Badges, Awards and Scout Requirements—The Committee on Badges, Awards and Scout Requirements shall serve as advisor to the Executive Board

in all matters involving scout requirements, badges and awards. All matters involving any question requiring action by this Committee shall be referred by the Chief Scout Executive to the members by mail from time to time and acted upon by the Committee either by mail or at a stated meeting.

Clause 4—Committee on Organization and Field Work. The Committee on Organization and Field Work shall act as advisor to the Executive Board in questions involving the organization policy of the Boy Scouts of America and the problems affecting the development of field work, and shall supervise the work of the Field Department.

Clause 5—Committee on Camping. The Committee on Camping shall serve as advisor to the Executive Board in establishing and maintaining regulations for the conduct of camps of the Boy Scouts of America, and shall supervise the work of the Department of Camping.

Clause 6—Committee on Education. The Committee on Education shall serve as advisor to the Executive Board in all matters involving specific educational policies and shall supervise the work of the Department of Education.

Clause 7—Library Committee. The Library Committee, to be known as the Library Commission, shall serve as advisor to the Executive Board and the various departments of the Boy Scouts of America in all matters involving the reading program of boys, and shall supervise the work of the Library Department. It shall pass upon all lists of books which may be published in any of the handbooks or other literature of the Boy Scouts of America as books worth while for boys to read, and upon all lists of books to be classified as undesirable for boys to read, because of their negative value in character development.

Clause 8—Committee on Sea Scouting. The Committee on Sea Scouting shall serve as advisor to the Executive Board on all questions involving the development of a program and plans for members of the Boy Scouts of America who wish to supplement the regular program by activities peculiar to boats and water.

Clause 9—Committee on Relations with Other Organizations. The Committee on Relations with Other Organizations shall serve as advisor to the Executive Board on all questions involving relationships with a view of making available the boy scout scheme as a program to supplement their work for boys.

Clause 10—Editorial Board. The Editorial Board shall serve as advisor to the Executive Board in all matters pertaining to publications in the name of the Boy Scouts of America or under the auspices of the Boy Scouts of America, and shall have supervision of the Publication

Department and be specifically responsible for the editing of the official handbooks and the magazine known as **BOYS' LIFE**, The Boy Scouts' Magazine, and the official organ known as **SCOUTING**.

Clause 11—Committee on Scout Supplies. The Committee on Scout Supplies shall serve as advisor to the Executive Board on all questions relating to equipment and supplies, including the selection and sale thereof, and shall supervise the work of the Department of Scout Supplies.

Section 3—Additional standing and special committees as may be deemed necessary may be authorized and appointed from time to time by the Executive Board. The arrangements for the meetings of all committees, including the sending out of notices, preparation of program, recording of discussions and actions made shall be under the direction of the Chief Scout Executive with the cooperation of the directors of the various departments. The action of any standing or special committee shall be subject at all times to the approval of the Executive Board. The chairman of all standing committees, with the exception of the Committee on Nautical Scouting and the Committee on Badges, Awards and Scout Requirements, shall be appointed from the membership of the Executive Board.

Article V—Departments

See pages 505 to 519.

Article VI—Program

Section 1—See page 16.

Section 2—All scouts must know and subscribe to the Scout Oath and Law as follows: See page 6.

Section 3—Tenderfoot Requirements. See page 15.

Section 4—Second Class Scout Requirements. See page 163.

Section 5—First Class Scout Requirements. See page 169.

Section 6—Merit Badges. See page 176.

Section 7—Life Scout. See page 177.

Section 8—Star Scout. See page 177.

Section 9—Eagle Scout. See page 177.

Article VII—Badges and Insignia

See page 158.

Article VIII—Sign, Salute and Handclasp

See page 36.

Article IX—Uniforms

- Section 1—The Boy Scout Uniform. See pages 365, 583.
Section 2—Protection. See page 364.
Section 3—Distribution. See page 364.
Section 4—When to Use. See page 362.

Article X—Classes of Scouts

See page 186.

Article XI—Charters**Section 1—Troop Charters.**

Clauses 1, 2, 3, 4. See page 30.

Clause 5—The Troop Committee. See pages 196 to 199.

Clause 6—Representation. See page 201.

Clause 7—Contributions. Each institution or other independent group of citizens having a charter to conduct a troop of scouts, shall be given an opportunity annually to contribute to the financial support of the National Council and provide for the further extension of the boy scout program throughout the country.

Section 2—Local Council Charters.

Clause 1—Purpose. In order to relieve the National Council to the fullest extent practicable of the responsibility for leadership and supervision of troops of scouts, and the extension of the Boy Scout Movement, it shall be the policy of the National Council, through its Field Department, to encourage the organization of local councils in towns, cities, and counties throughout the country, in accordance with the organization policy herein set forth, when such local councils provide an adequate budget for the maintenance of the local headquarters, the conduct of a boy scout camp, and the employment of one or more men one of whom shall act as Scout Executive and devote his entire time to the promotion and supervision of the program of the Boy Scouts of America. Councils thus organized and chartered shall be known and designated as councils of the first class.

Clause 2—Provisional Councils. Pending the organization as councils of the first class, the Field Department may in its discretion grant provisional or temporary charters to villages, towns or small cities. Such councils shall be known and designated as councils of the second class.

Clause 3—When Issued. All applications for charters shall be accompanied by a copy of the proposed constitution and by-laws and evidence showing that it will be for the best interests of the boys of the community and the

Boy Scout Movement to have a chartered council as well as evidence showing that those who are making the application are in a position to perform the functions of the local council in a manner which would justify the issuance of a charter.

Clause 4—Renewals. All local council charters shall expire at the end of each calendar year and may be renewed upon application accompanied by reports or other evidence which may be requested by the Field Department, showing satisfactory effort to meet the responsibilities of a local council as herein provided.

Clause 5—Jurisdiction. Applications for local council charters shall be made on behalf of a town, city or county for which the charter is desired, and the authority and responsibility granted by the charter shall be confined to the territory as prescribed by such town, city or county for the local government thereof.

In the case of county councils, however, no city which in the judgment of the Field Department has the population and resources to provide adequate leadership to conduct scout work as a council of the first class shall be included within the county organization, and the right shall be reserved to any other town or city within the county to withdraw from the jurisdiction of the county council, for the purpose of securing a charter as a council of the first class to supervise the work of such community.

Clause 6—Affiliation. Pending the organization of a county council, any village or town in the immediate neighborhood of a city chartered as a council of the first class, may upon application to the Field Department upon blanks provided for that purpose, arrange for affiliation with such council on a provisional basis. Applications for affiliation shall set forth in detail the advantages to the Scout Movement for favorable action thereon. Such affiliation, after investigation, may be authorized when deemed advisable and may continue from year to year with the right of either party to terminate the affiliation at the time of the renewal of the local council charter, or when a first class council has been organized and chartered to include the affiliated community.

The designation of troops in a territory affiliated with a council of the first class shall be known by the name of the community in which the troop is located. In case there are two or more troops in a community from which an application for affiliation is made, and the duly authorized representatives thereof do not agree as to the desirability of affiliation, the Field Department may exercise its discretion in passing upon the application. If affiliation is authorized, it shall be inclusive of all organized troops within that community.

Clause 7—Federation. A federation or interlocking organization of two or more councils shall be permitted only when, as in the case of Greater New York, it is found desirable to charter one or more councils within a municipality or within a county or other thickly populated area, provided, however, such federation comes within the controlling organization policy of the Boy Scouts of America as set forth in Article XI of the Constitution, limiting the area for which a charter may be granted. In such cases where a federation is permitted, there shall be a governing body of such federation made up of delegates from each of the chartered councils for the purpose of securing uniform action on questions of finances and questions of policy affecting the entire municipality or territory covered by the federation, and exercising such other powers as the constituent duly chartered councils shall, with the approval of the Executive Board of the National Council, confer upon it. No state organizations shall be permitted, nor shall any other district organizations be permitted except as herein provided.

Clause 8—Representation. The membership of all local councils shall include representation from organized troops as provided for in Clause 6 of Section 1 of this article, together with representatives of the various religious, civic, educational and business interests of the community. All applications for charters shall be made on behalf of the community.

Clause 9—Membership. Only male citizens of the United States or those who have legally declared their intentions of becoming citizens of the United States and are twenty-one years of age or over and who agree to promote the scout program as prescribed by the National Council of the Boy Scouts of America, shall be eligible to membership in local councils. They shall be entitled to wear the scout uniform and insignia, provided for members of local councils, and may, upon application, receive certificates of membership.

Clause 10—Duties of Local Councils. It shall be the duty of chartered councils to provide leadership and supervision of all scout activities within the territory covered by their charters, in such a manner as to insure compliance with the provisions of the Constitution and By-Laws of the National Council and the regulations thereof as set forth in the official Handbooks, or as may be announced in the official bulletin, SCOUTING, or otherwise, from time to time.

Local councils shall be specifically charged with the responsibility to guard against the use of the scout uniform or insignia by boys or men not officially registered with the National Council, and to bring to the attention of the National Council any violation of regulations not within

their power to prevent, or any attempt to commercialize the Boy Scout Movement.

They shall through their Scout Executive or other representative make the benefits of the scout program known to all agencies or institutions having a contact with boy life and cooperate in the organization of troops, so that boys over 12 years of age may have the benefit of the scout program.

They shall provide means for securing and training men to serve as scoutmasters and assistants and endeavor to provide facilities and leadership in order that boys under their jurisdiction may have an opportunity to spend one or more weeks in camp in accordance with the prescribed standards for scout camps.

They shall provide courts of honor in order that boys may meet the requirements in the various scout tests as prescribed in the official handbook, under such conditions as will reduce to a minimum the necessity of a boy's travelling a great distance from his home or of interfering with his school work or home duties.

They shall render annual reports to the National Council on blanks prescribed for that purpose, supplementing the same with such information as may be of interest or help to others engaged in scout work.

Clause 11—Contributions. Each local council shall be given an opportunity annually to contribute to the financial support of the National Council and provide for the further extension of the scout program throughout the country.

Article XII—Leadership

See page 534.

Article XIII—Dues

Section 1—See page 191.

Section 2—

Clause 1—Annual registration fees of local councils to the National Council shall be as follows: For all councils covering a jurisdiction with a population of 25,000 or under, \$25.00; over 25,000 and under 100,000, \$50.00; over 100,000 and under 400,000, \$75.00; over 400,000, \$100.00.

This registration fee entitles the local council, upon compliance with these By-Laws and the rules and regulations of the National Council, to a charter renewable annually on December 31st of the current year.

Clause 2—Each chartered council shall annually be given an opportunity to make a volunteer contribution for the expenses of the National Council and the further extension of the Scout Program.

Section 3—Delegates elected to the National Council as representing local councils. Members at large and Honorary Members of the National Council shall pay no membership fees.

Section 4—Scoutmasters, assistant scoutmasters, commissioners and commissioned officers who give volunteer services for the promotion of the scout program shall not be required to pay any fee, but in each case shall be given an opportunity to make a volunteer contribution toward the expenses of the National Council and for the further extension of the boy scout program. This shall also apply to troop committee men and local and national council members.

Article XIV—National Court of Honor

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Article XV—Examinations

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Section 7—Educational and similar institutions and camps may, upon application to the National Council, be authorized to give the prescribed tests and pass scouts in second class and first class degrees and in merit badge subjects and award the appropriate badges within a less period of time than as specified in Article VI of the By-Laws and under different conditions than as specified in this Article, if satisfactory to the National Court of Honor.

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Article XVII—Office

The principal office of the Boy Scouts of America shall be in the City of New York, County and State of New York, and shall be known as the National Headquarters of the Boy Scouts of America.

Article XVIII—The Seal

The seal of the corporation shall be in the form of a circle enclosing a first class badge with the motto "Be Prepared" underneath this badge and the words "Boy Scouts of America, National Headquarters, New York City" around the circle and shall be used only as authorized.

Article XIX—Amendments

These By-Laws may be amended at any meeting of the Executive Board, upon the recommendation of the sub-committee of the Executive Board, or when the proposed amendment has been submitted to the members of the Executive Board at least 15 days in advance of the meeting.

All changes in the By-Laws, when made, shall be announced to the field through the next issue of SCOUTING, the official bulletin of the movement.

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APPENDIX

TROOP CHARTER

The Boy Scouts of America not only advocates service to the boy as the keynote of the movement, but itself as a national organization exists for service. For instance, its organization enabled it to achieve an outstanding record of national service in the recent war. And similarly the National Headquarters is organized to render the maximum possible service to the various troops and local councils throughout the country.

A free subscription to SCOUTING, the bulletin of information for Scout leaders, particularly for those not under council is furnished to every Scoutmaster and Assistant Scoutmaster, that they may be closely in touch with the newest and best thought of other Scout workers concerning all phases of Scout work. SCOUTING is also sent free to local councils in proportionate numbers.

The movement is made of real service in character building to the boy through the dual methods of insistence on very high standards for the boy to meet, and, even more important, by insistence on a high standard of leadership for the boy.

National service to boys is the Scout aim; from the National Council to the Local Council, from the Local Council to the Scoutmasters, and from the Scoutmasters to the boys themselves. This demands full cooperation all along the line. Each must integrate with the others and maintain close relations with them. This in turn, is brought about largely by means of the registration system whereby every boy and every leader is recorded at

DUTY TO SELF DUTY TO GOD AND COUNTRY DUTY TO OTHERS

"BE-PREPARED"

BOY SCOUTS OF AMERICA

CHARTERED BY RESOLUTION
JUNE 17, 1916

TROOP CHARTER

This is to Certify that

having made proper application through its duly authorized representatives for the organization of a troop of Boy Scouts to carry out the program of the Boy Scouts of America for

CHARACTER BUILDING
CITIZENSHIP TRAINING
AMERICANIZATION

is hereby granted a troop charter for the year ending _____ subject to the provisions of the Constitution and By-Laws and rules and regulations of the National Council of the Boy Scouts of America.

Troop Committee

Scoutmaster

Assistant Scoutmaster

The above-mentioned officials, having been duly certified, are officially registered by the National Council to meet the responsibilities of their respective offices in accordance with the provisions of the Constitution and By-Laws of the Boy Scouts of America.

IN TESTIMONY WHEREOF the National Council of the Boy Scouts of America has caused this charter to be signed by its officers and its corporate seal to be affixed this _____ day of _____, in the year _____

Honorary President

Honorary Vice-President

President

National Scout Commissioner

James E. Smith
Chief Scout Executive

"DO A GOOD TURN DAILY"

THRIFTY GRAVE CLEAN REVERENT

HELPFUL FRIENDLY COURTEOUS KIND OBEY OBLIVIOUS

TRUSTWORTHY LOYAL

the National Headquarters, and the qualifications of the leader are carefully investigated before he is recognized and officially authorized to proceed with his work, and whereby, moreover, a group of citizens, known as the troop committee, is organized to assist the Scoutmaster solve the various problems that arise in his work and to insure the permanence of the troop in case the Scoutmaster should be compelled to discontinue to serve.

To make this connection tangible and vital there is issued to the troop committee, or to the institution it represents, a charter authorizing it to conduct a Scout troop for a period of one year, and there is granted to the Scoutmaster, and to each of the Assistant Scoutmasters, a commission authorizing him to perform the functions of his rank, and there is given to the boy a certificate of membership, entitling him nationally to all the privileges of membership in the Boy Scouts of America.

These privileges, in order to make scouting and all that it stands for real and vital to the boy, are constitutionally made very definite. They include the right to wear the Scout uniform and the Scout badge, the right to designate himself as a Boy Scout, the right to a reduced subscription price to Boys' Life, and the right to earn various awards for achievement in divers scouting activities — privileges which are open to none but registered members of the Boy Scouts of America.

This connection is made yet more real to the boy, and he is given a keener sense of his membership in a national organization, and at the same time it is made financially possible for the National Headquarters to render the services, in part mentioned above, to him and his troop, through his paying an annual membership dues of fifty cents — which does not cover the actual cost of the service rendered. The psychological and practical value of this registration is greatly enhanced if it is carefully maintained at all times. All difficulty regard-

ing it will be eliminated if the registration blanks are promptly and completely filled out, and forwarded to the National Scout Headquarters, 200 Fifth Avenue, New York City, together with the proper fee. Where the troop is under the jurisdiction of a local council, the blanks must be transmitted through the local council. Every question on the application blank has been asked for a definite purpose, and the blank should be completely and accurately filled out, after a careful study of the information attached, every signature asked should be secured, and the required fee computed and transmitted.

If this is done, immediate action can be taken on the blank, and the certificates can normally be forwarded the day the blank is received at the National Headquarters, or the following day at the latest. Otherwise, weeks or even months of delay may ensue, with much correspondence, expensive and annoying to all concerned, and the morale of the troop may be seriously injured through the disappointment to the boys in not receiving their certificates promptly.

In the case of the reregistration of a troop, every effort should be made to forward the application for reregistration early in the month in which the troop registration expires. Application blanks will have been sent the preceding month. If they have not arrived, write for them. Do not subject your boys to the lowered morale incidental to their not being duly registered. Every Scout official should cooperate to the fullest extent to this end.

LOCAL COUNCIL CONSTITUTION

This constitution has been drafted to set forth what is considered by the officers of the National Council, Boy Scouts of America, to be the best form of meeting the needs of first class councils. With some slight modifications it may be adapted to the needs of second class councils.

It is presented as containing the minimum requirements which will be expected of first class councils. A reasonable time will be allowed to councils to adapt themselves to the provisions of this constitution. In case there are local conditions warranting consideration of a request for modifications or the elimination of any of the provisions, this matter should be made the subject of correspondence with the Director of Field Work.

It is the privilege of all councils to add to the provisions of this constitution and to elaborate as much as may seem desirable in the by-laws, and to so draft by-laws as to cover local conditions.

For the convenience of the field, standard by-laws are made available with alternative suggestions for various provisions in which experience shows different conditions prevail in different localities.

JAMES E. WEST.

December 30, 1919.

CONSTITUTION

Article I—Name

The name of this Organization is
Council of the Boy Scouts of America.

Section 1—The purpose of this organization is to promote the Boy Scout Program for character development, citizenship training, physical fitness and Americanization within the territory covered by the Charter granted by the National Council and in accordance with the Constitution and By-Laws of the National Council and the policies and regulations thereof, as set forth in its official publication.

Section 2—And, further, to share with the National Council responsibility for providing adequate leadership, maintaining standards of the Boy Scout Movement, protecting its badges and official insignia against use by those not duly registered as Scouts and Scout Officials, and in extending the benefits of the Movement to all the boys of America.

Article III — Principles and Policies

This Council shall at all times maintain the principles and policies of the Boy Scouts of America, as set forth in detail in Article III of the Constitution of the National Council of the Boy Scouts of America, specifically restricting the leadership to men willing to subscribe to the declaration of principle therein set forth and otherwise entitled to certificate of leadership.

Article IV — Membership

Section 1 — Membership in this Council shall be limited to men 21 years of age or over, who are citizens of the United States or who have legally declared their intention to become citizens of the United States, and who subscribe to the Scout Oath and Law and Constitution and By-Laws of the Boy Scouts of America, and can qualify in accordance with the provisions of Article III.

Section 2 — Each institution or group of people to which charter is granted to conduct a troop shall be entitled to elect at least one representative (not the Scoutmaster) as a member of the Local Council. Additional members shall be elected representing the religious, civic, educational, business and labor interests of the community, provided, however, that when the number of troops under the jurisdiction of this Council shall be 25 or more, the members elected at large shall not constitute a majority of the total membership of the Council.

Section 3 — Vacancies in the Council shall be filled by the body responsible for the original election.

(Note: In case the jurisdiction of the Council is sufficiently large to permit of the organization of District Committees, this Constitution may be amended so as to authorize the representation of the chartered troops in the district committees provided, however, that the representation to the Council from the District Committees be assured in as thoroughly democratic a fashion as contemplated by this provision. See National Constitution and By-Laws, Article XI.) Pages 560-563.

Article V — Officers

Section 1 — The officers of this council shall consist of a President, one or more Vice-Presidents, a Treasurer, a Scout Commissioner, a Secretary and such other officers as are necessary and are provided for in the Constitution and By-Laws of the National Council. There shall be a Scout Executive, who as Executive officer of the organization, shall work under the direction of the Executive Board and have general direction and supervision of Scout activities within the jurisdiction of the council. He shall serve as Secretary of the local council, its Executive Board and the various committees thereof, but without vote therein.

All officers, with the exception of the Scout Executive and Scout Commissioner and his deputies shall be elected from the membership of the council, and all shall be elected in the manner, and shall perform such duties, as are prescribed in the By-Laws.

Section 2 — This Council shall elect annually such representatives to the National Council as it may be entitled to in accordance with provision of Article 1, Section 1, of the By-Laws of the National Council.

Section 3 — Honorary Officers may be elected in the discretion of the Council.

Article VI — Meetings

Section 1 — This Council shall hold an annual meeting between October 1 and January 1 for the purpose of receiving reports, electing officers and passing upon the application for renewal of charter, and such other meetings as may be provided for in the By-Laws.

Section 2 — Formal notices of all meetings shall be sent so as to be received at least one week in advance of the meeting. One-fifth of the duly registered membership shall constitute a quorum.

Section 3 — Voting by proxy shall not be permitted. One-fifth of the membership of the council shall have the right to request in writing that the President cause a meeting of the Council to be held within thirty days after the presentation of such request.

Article VII — Executive Board, Court of Honor and Committees

Section 1 — There shall be an Executive Board of the Council which shall include a fair representation of the group of members of the Council representing troop organizations and the various interests of the community, and shall include the chairmen of the Court of Honor and of all standing committees.

Section 2 — There shall be a sub-committee of the Executive Board consisting of at least three members with which the Scout Executive shall consult on all matters involving the exercise of discretion or the interpretation of policies. This committee shall, during the intervals between meetings of the Executive Board, have power to act on behalf of the Executive Board and the Council, subject to the approval of the Executive Board at its next regular meeting.

Section 3 — There shall be a Court of Honor organized and conducted in accordance with Article XI, Section 2, Clause 10, of the By-Laws of the National Council. Page 562.

Section 4 — There shall be a Committee on Finance, a Committee on Troop Organization, a Committee on Camping, a Committee on Leadership and Training, a Committee on Civic Service and a Committee on Educational Publicity, together with such other committees as may be prescribed in the By-Laws. The Chairmen of all regular committees and of the Court of Honor shall be members of the Executive Board.

Article VII — Finance

Section 1 — The necessary expenses of this Council shall be met from funds secured by solicitation or otherwise, in accordance with the provisions of the Constitution and By-Laws of the National Council of the Boy Scouts of America, and all efforts for the raising of funds shall be in accordance with plans which have been specifically approved by an authorized representative of the National Council of the Boy Scouts of America from time to time.

Section 2 — All funds of this Council, or handled on behalf of this Council, including sales and equipment, receipts for camping and all other purposes, shall be deposited to the credit of the duly elected Treasurer of the Council, who shall be bonded, and funds shall be disbursed only upon authority of the Council or its Executive Board, specifically given by resolution at a duly called meeting, as is more fully set forth in the By-Laws. An annual statement of the expenditures of the Council, duly audited, shall be made public to the community and submitted to the National Council with its application for renewal of charter. This statement, for the sake of the uniformity of the National Council's records, shall be for the year ending December 31st of each year.

Article IX — Amendments

This Constitution may be amended at a regularly called meeting of the Council, provided that a copy of the proposed amendment or amendments accompanies the call for the council meeting, and provided, further, that such proposed amendment or amendments shall have had the consideration of the Executive Board of the Council at a duly called meeting.

BOY SCOUT UNIFORM

(See page 360)

HAT

Khaki colored, general shape same as present hat with slightly lower crown; brim, flat and broad; material in brim slightly thicker.

CAP

Woolen, khaki colored cap of special design to be approved to meet the request of troops in communities where fuller protection is needed than the present hat affords in severe weather.

SHIRT

Design.—Two Stanley pockets with compartment for pen or pencil; closed front up to waistband, with generous length to tails. Sleeves to be fully an inch longer than called for by standard sized scale. Pocket flaps to be curved, buttoned down. Lettering "Boy Scouts of America" in red over right pocket. Buttons to be metal with ring fastener.

Material.—Khaki colored, wool recommended; cotton allowed where by action of local council, or in case there is no local council, the local troop organization selects cotton instead of wool.

COAT

Design.—Roll collar, two breast Stanley pockets, two bellows side pockets; box pleat in back from belt to yoke. Coats to be made and numbered as to size with a view of permitting use for maximum time by the growing boy. Coat is to be made so as to permit extension of sleeves and enlargement of back. Official buttons metal with patent fasteners. Lettering "Boy Scouts of America" in red over right pocket of all coats, to be attached before the coats leave the manufacturer.

Material.—Either cotton or wool as determined by action of local council, or in case there is no local council, the local troop organization.

NOTE: The question as to whether the coat is to be included in the prescribed official uniform for a given community is to be determined by the local council, and in case there is no local council, by the troop organization.

MACKINAW

Wool, khaki colored—optional for communities where the coat is not used.

NECKERCHIEF

Standard size 28" x 32". Color to be selected for the entire troop or at the option of local council to be assigned to district groups or for the entire city. Neckerchiefs not to be worn outside of coats.

NECKTIES

Where it is elected to use the new design of scout coat, a four-in-hand necktie of such color as may be selected by the troop or designated by the local council, is to be worn. All neckties are to be uniform in size, design and shade.

BREECHES

Design.—American Army pattern with two hip, two front top and one watch-fob pockets, much shorter lace cuffs than at present.

Material.—Either cotton or wool as determined by action of local council, or in case there is no local council, the local troop organization.

LEG COVERINGS

Footless or whole woolen khaki colored stockings recommended, stockings or leggings optional as determined by local council, or where there is no local council, by the troop organization.

SHORTS

Design.—Two hip and two front top pockets with fob pocket, smartly cut.

Material.—Either wool or cotton as determined by action of local council, or in case there is no local council, the local troop organization.

NOTE: Shorts are recommended for camps and summer use with a warning against using them for field work where there is danger of briars or of infectious poisons.

SHOES

Dark tan, of any standard make recommended; black shoes when adopted by the local council or troop organization for the whole troop or local council permits it.

BELT

The present web belt with patent fastener to be continued.

SCOUT LEADERS' UNIFORM

(See next page)

(This includes Scoutmasters, Assistant Scoutmasters, troop committeemen, members of local council, members of national council, all field, executive and other commissioned officers.)

HAT

Same as for Scouts

SHIRT

Same as for Scouts

VEST

Knitted, cotton, wool or serge vests, with same material in front and back and to be made low so as to cover the hollow of the back.

COAT

Design.—Loose roll collar, two breast Stanley pockets, two large bellows pockets, inside pockets; semi-fitting backs with two pleats running to a yoke across the shoulder; belt made as a part of the back of coat but loose in front with adjustable buckle fastener; sleeves plain; buttons composition; no shoulder straps. Inside pocket to have compartment for pen or pencil; coin pocket on the inside of the right bellows pocket.

Material.—Either cotton, wool or serge. (Serge uniforms are tailor made.)

NECKTIE

Same as for Scouts.

BREECHES

Design.—Very smart cut, same specifications as breeches for boys, excepting that knees will be reinforced.

Material.—Either cotton, wool or serge.

NOTE: Trousers are to be permitted for fatigue use and for special occasions and under special conditions.

LEG COVERINGS

Leather leggings, dark tan shade with straps.

SHOES

Dark tan.

(Executive Board, Jan. 12, 1920.)



SCOUT LEADER'S UNIFORM

AMENDMENT TO THE BY-LAWS

(Adopted January 12, 1920)

By-Laws, Article IX — Uniforms

Section 1 — The Boy Scout Uniform. The Boy Scout Uniform is specifically authorized by an act of Congress approved June 3, 1916, and is protected by the provisions of the Federal Charter, June 15, 1916. It consists as follows: Hat, khaki colored, flat, broad brimmed; shirt, khaki colored, with two Stanley pockets, lettering Boy Scouts of America, in red over right pocket, metal buttons with Scout insignia; coat, roll collar, two Stanley breast pockets, two bellows side pockets, box pleat in back from belt to yoke, metal buttons with Scout insignia, lettering as for shirt; mackinaw optional, wool, khaki colored; neckerchief, troop color, standard size, 28" x 32", worn inside of coat; four-in-hand optional, in place of neckerchief; breeches, khaki colored, American Army pattern with two hip, two front top pockets and one watch fob pocket; shorts, khaki colored, optional, instead of breeches for camp or summer use; belt, khaki colored, web, with patent fastener; stockings, khaki colored.

The uniform for Scout officials is as follows: Hat, shirt and tie similar to that worn by scouts; coat, with loose roll collar, two Stanley breast pockets, two large bellows pockets, inside pockets, semi-fitting back with two pleats running to a yoke across the shoulder; vest, khaki colored; breeches, same as for scouts, reinforced knees, trousers permitted for special use, khaki colored; leather leggings, dark tan shade with straps.

Material for the above coats, breeches, etc., shall be determined by the local council, or in case there is no local council, by the local troop organizations. The question of whether the coat shall or shall not be prescribed for Scout use shall be determined in the same way.

Imitation of the U. S. Army, Navy or Marine Corps uniform is prohibited, in accordance with the provisions of Act of Congress, approved June 3, 1916.

LETTERS FROM LIEUT.-GEN. SIR ROBERT S. S. BADEN-POWELL

July 4th, 1916.

Dear Sir:

In reply to your letter of June the 20th (addressed to my former home in Princes Gate, London) I believe it is correct that I once said in an after dinner speech that I had cribbed the idea of the Boy Scouts from Cuhulain (Ireland), Peter the Great, the Zulu, Maori and Red Indian Tribes, Hahn (Germany), John Founds (England), William A. Smith (Scotland), Thompson Seton (America), Dan Beard and others. In other words, I looked at the many different methods with a view to improving my own.

I had certainly never heard the title "Boy Scouts" before I applied it to boy training in Britain in 1907.

I chose it because this training was based in principle and detail on that which I had employed for many years previously in training soldier Scouts in the Army.

The term "Scoutmaster" for their officers was one which I adopted from Oliver Cromwell's officers' ranks, among which there were "Scout Masters."

As regards the statement as to Boy Scouts in Australia and England being armed I think that Mr. Barnes must have confused them with military Cadets. We do not train Boy Scouts on military lines for this reason.

Military training is carried out by drill and collective discipline imposed FROM WITHOUT. It is INSTRUCTION.

The Scout training is effected by encouraging the boy through his own enthusiasm to develop himself as an efficient citizen, to create his own character and his individual self-discipline, **FROM WITHIN.** This is **EDUCATION.**

This replacing of the old-time instruction by self-education is the hinge on which the whole scheme turns.

When I trained soldiers I found that imposed instruction was out of date with modern intelligent men and that what was needed was their self-education through their own enthusiasm.

It succeeded so well that I then applied the system to Boy Training and that is when I consulted authorities like Dan Beard, Thompson Seton, and others to gain concrete ideas which should appeal to the boys, and which could be applied to encouraging their self-development, whether through Handicrafts, Nature-study, Campercraft, Wood-craft, and other lines in which these authorities are past masters.

I gladly acknowledge my indebtedness to them for many helpful ideas.

As regards the history of the Movement in America I think Mr. James E. West (the Chief Scout Executive, in New York) could give first hand information, and how, together, we toured through the States and explained the principles of the scheme.

At least six different men have claimed to be the originators of the Boy Scout Movement, and all that I have been able to reply to them was that I wished to goodness they had brought it out and thus saved me the trouble—as I have not the least concern as to who invented the Movement so long as the boys got the benefit of it.

I am not a "hyphenated American" (though I would be glad to be connected with your great country if only by a hyphen!) but I am afraid I must plead guilty to not encouraging military training as the basis of our work in the Scout Movement.

I am glad of it since the self-reliance, the sense of duty, the self-discipline, and the high ideal of citizenship which we inculcate have now been proved by the supreme test of all, namely that of war, to be the real foundation on which to build not only good citizens but also fighting men of the best type.

Over 100,000 of our boys have joined the British fighting forces, and the reports on their qualities received from both Naval and Military commanders supply the strongest confirmation of the correctness of this view.

In most countries of the world branches of our Movement have now been established, and I have a strong hope that this Brotherhood so widely spread among the rising generation of the different nations will do much to heal the wound of war in the next generation, and to strengthen the bonds of friendship between those countries which have had no differences, and most especially between our cousins of the United States and the Boys of the British race.

(Signed) ROBERT BADEN-POWELL,

Chief Scout.

The Boy Scouts Association,
116 Victoria Street,
London, S. W.,
5 February, 1916.

My dear West:

I greatly regret that owing to my absence in France I have only just received your letter of 21 January, and I fear that this reply may be too late for your meeting. If so I hope that under the circumstances you will forgive me.

I should much have liked to congratulate your Council on the splendid progress which has been made by the Boy Scouts of America movement up to date.

You generously credit me with originating it, but I cannot help reminding you that its success has been due to the skill with which your Council and your workers have adapted the idea to the American conditions and have made the best possible development of it.

It may be some encouragement to these gentlemen to know that our Educationists over here are now recognizing that our principle of encouraging ACTIVE DOING on the part of the individual instead of PASSIVE RECEPTION of IDEAS by the mass is practical education as opposed to theoretical instruction, and they are therefore taking a close and sympathetic interest in it.

Moreover the value of our system is now proved by results and not merely by theory. The War has put the movement and its methods to the highest possible tests; it has proved the inherent vitality of the organization; it has shown that boys so prepared can respond to a sense of responsibility and duty in a time of national crisis to an extent never before realized—which is patriotism far above ecstatic flag-waving; and in the by-product of soldier-making the foundation of character given by the Scout training is found to be as valuable as it is in the making of citizens in other lines of life, whether civic, commercial, intellectual or industrial. Indeed in this aspect it offers visions of being able to meet in some degree the difficult question which just now is agitating America, namely, that of preparing for defense without the imposition of militarism.

Taken as a whole the general results now show without a doubt that in proper hands the Scout training has great power and great national possibilities.

In a word "it is worth while."

Therefore it is with the greatest heartiness that I beg to congratulate you and your Council and workers on the progress effected and that I cordially wish you ever-continued success during the coming year.

Yours very truly,

(Signed) ROBERT BADEN POWELL.

A WORD ABOUT SCOUT PUBLICATIONS

The National Council in the conduct of its Scout publications believes that whatever best serves the boy helps to make him a good Boy Scout, and with this principle in mind the editorial and business ends of the Department of Publications are always working to produce the most attractive and serviceable helps for Scouts, thus giving the best aid possible to Scoutmasters and Scout officials.

BOYS' LIFE, the official Scout magazine, edited by Scout men who know boys, is steadily advancing in quality, size and circulation. From a monthly periodical of a small number of meagre size pages and a few thousand printed edition in 1911, selling then at 5 cents a copy, the magazine is now a "grown-up" with more than 100,000 subscribers, and with a large page size like the "Saturday Evening Post." More Scout stories, more serials, bigger and better pictures, larger departments and a big Scouting Section make up the biggest and most ideal magazine for boys in the world. The regular subscription price is \$2.00 per year; the same price to all. No premiums or merchandise offers. It is the verdict of Scoutmasters from all parts of the country that BOYS' LIFE is the greatest continual inspiration to Scouts of any publication.

BOY SCOUT HANDBOOK, which contains 512 pages and 575 illustrations, continues to be the source book for Scouts and Scout officials. This book gives requirements for new grades of Scouts and for new Merit Badges, full information on Woodcraft, Wild Life, Campcraft, Signs, Trail Marks, Signaling, First Aid, Life Saving, New Things to Make, New Games to Play, etc. It also gives a complete program of the Boy Scout Movement and detailed instructions by the most famous experts in all lines of scoutcraft. It has been called "the most wonderful book for boys and all lovers of Nature's out-of-doors ever published." Twenty-

nine editions of this favorite Handbook for Boys, kept revised to date, have been published, and over 2,000,000 copies sold, spreading the gospel of Scouting far and wide throughout the United States and the world at large. The new price of the Handbook is 40 cents by mail, prepaid.

COMMUNITY BOY LEADERSHIP, the manual for executives and others interested, is now available (Price \$2.50) and contains a wealth of material.

Every year THE BOY SCOUT DIARY finds a warm welcome in the many thousands of Scout homes. The 1924 Diary is the best yet published, consisting of 240 pages. This Scout Diary tells how to tie different kinds of knots, how to forecast the weather, Scout bugle calls, all about signaling, telegraphy, how to bandage different hurts, first aid hints, how to box the compass, map making, how to tell time by the stars, how to make a sun dial, camping hints, business laws in brief, fire prevention, bird study, population of states and cities and much other information for wide awake Scout needs. The Diary is a small pocket size booklet, invaluable for Scouts and all boys, produced in the Editorial Department. It sells for 15 cents a copy.

THE SCOUT EXECUTIVE, a monthly publication edited by Dr. Fisher, Deputy Chief Scout Executive, is published to assist Scout leaders and others professionally interested in the Scout Movement. It is sent free to certain Scout members; to the general public \$1.00 a year.

MERIT BADGE PAMPHLETS, under the editorship of E. S. Martin, telling Scouts how best to pass tests for Merit Badges, have been produced. It is the plan of National Headquarters to have one of these pamphlets covering each Merit Badge subject, written and approved by recognized authorities on the subjects treated. These pamphlets are published at the nominal price of 15 cents each. Numerous other pamphlets helpful to Scout workers are issued

by National Headquarters from time to time; among such are: "What Scouts Do," "Scout Helps," "The Boy Scout Scheme in a Nut Shell," "Trained for Citizenship," "The Boy Scouts and the Church," "Scouting under Catholic Leadership," "The Troop Committee," "How to Organize a Troop," "The Scoutmaster and His Troop," etc.

Under the editorial direction of our Chief Librarian, Mr. Franklin K. Mathiews, THE BOY SCOUT YEAR BOOK is issued annually. This is a finely printed and illustrated book, published for us by D. Appleton & Company and sells for \$2.50 a copy. The Appletons have recently published for us at \$2.50 per copy "The Boy Scouts Book of Stories," and a new book "The Boy Scouts Own Book" at \$1.75 per copy, compiled by Mr. Mathiews. These three books are having an unusually large sale among Scouts and other boys.

SCOUTING is the monthly bulletin for Scout officials and others interested in work for boys. This paper contains a wide variety of interesting and helpful information for men engaged in work for boys. It is particularly helpful to Scoutmasters, Assistant Scoutmasters and patrol leaders. It also serves as an official news bulletin from National Headquarters. This publication is sent without cost to all Scout officials. To persons not connected with the Boy Scouts of America SCOUTING will be sent at the price of \$1.00 a year.

This volume is the sixth imprint of the second Handbook for Scoutmasters, and is a revised edition of the volume produced under the leadership and editorship of Dr. H. W. Hurt with the cooperation of the Department of Publication.

The Seascout Manual compiled under the direction of James A. Wilder, Chief Seascout, is full of interesting and helpful material. The book continues to have an excellent sale and retails at 60 cents per copy.

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APPENDIX

INSTRUCTIONS IN MAP READING AND MAP MAKING

For First Class Test

District of Columbia Council, Boy Scouts of America
(By Scoutmaster F. E. Matthes, U. S. Geological Survey)

I—MAP READING

1. **Title.**—The first thing to do when picking up a new map is to look for the **title**; it tells you what part of the country is represented on the map.

2. **Scale.**—The next thing to do is to look for the **scale**; it enables you to judge the distances and the extent of the region shown. The scale may be given:

(a) In the form of a fraction or ratio, as $1/24000$ or $1:24000$. This means that everything on the map is shown 24000 times smaller than natural size.

(b) In the form, 4000 feet to the inch, two miles to the inch, etc. This means that an inch on the map represents 4000 feet on the ground, or two miles, in the second case.

What fraction corresponds to 4000 feet to the inch?

How many feet to the inch correspond to $1/24000$?

(c) On most maps the scale is also given in the form of a line or bar divided into lengths representing miles, thousands of feet or other units. A scout should know how to make practical use of such a scale in measuring distances on the map:

To measure the air-line distance between two given points, mark off the distance on the edge of a piece of paper, and lay this along the scale. If no paper is available (in the field), use a straw, twig, grass blade, etc.

To measure the traveling distance between two given points by way of a crooked road or trail: mark off the distance to the first bend (on a piece of paper, straw, twig, etc.), turn at bend and mark off distance to next bend; there turn again and measure next distance. Continue in this way to the other end. You thus add the distances of all the straight stretches to each other. Place the total distance along the scale, as before.

3. **Direction of north.**—The top of a map is **not** invariably the north side. Most government maps, it is true, are bounded by **meridians** and **parallels**, but many Coast Survey Charts are laid with their longest side parallel to

the coast line, at various angles to the north. All modern government maps, however, show by arrows or simple lines the direction of **true north** and **magnetic north**. The latter is the direction of the **compass needle**. It is important to understand why it differs from the true north.

The earth is itself a huge magnet and has a **magnetic north pole** and a **magnetic south pole**. These attract the compass needle, which is simply a magnetized bar of steel. Now it happens that these magnetic poles do not lie at or near the geographic poles, which are the points through which the axis of the earth passes and to which all the true north lines, or **meridians**, converge. The magnetic poles are not even opposite each other, nor are they stationary; for some reason still unknown they are slowly but constantly shifting. The magnetic north pole now lies on the west coast of the Boothia peninsula in northern Canada, about 1,400 miles distant from the geographic north pole. It is gradually migrating westward.

In the Atlantic states the needle points somewhat west of north. At Washington, for instance, the difference—the **magnetic declination** is it called—is about 6 degrees (in a few years it will be seven degrees). Eastward the declination increases. At Albany it is 12 degrees and at Eastport, Me., it is $20\frac{1}{2}$ degrees, enough, you will see, to cause a fellow to wander far astray if he thought his trusty compass were really pointing due north. As one goes west the declination decreases until an irregular line is reached, passing through Michigan, Indiana, Ohio, Kentucky, Tennessee and the Carolinas, along which the needle point substantially north. Farther west the needle begins to point slightly **east** of north, the declination increasing to $9\frac{3}{4}$ degrees at Omaha, 17 degrees at Salt Lake City and 24 degrees on Puget Sound.

In as much as all these figures are bound to change in the course of time with the shifting of the magnetic north pole, it is necessary to state on the map the particular year for which they hold good. The figures given above are for 1920.

4. Orienting a map.—In finding the way through an unfamiliar country, a map is of little use until it is correctly oriented,—that is, until it lies with its north line in the actual direction of north. Then every road, stream, or other line on the map will lie parallel to the corresponding road, stream or line on the ground.

A scout should be able to orient a map by every one of the following methods:

(a) **By reference to roads** or other features readily identified. If you are on a road and reasonably sure of your whereabouts, turn the map until the line representing the road is lined up with the road itself.

(b) **With the aid of a pocket compass.** If in a forest or

on the plains, where there are no recognizable landmarks, place your pocket compass on the map and turn the latter until its **magnetic north line** is in the direction indicated by the needle.

(c) **By means of a watch and the sun.** This method of determining the north is given in the Handbook for Boys. Lay watch on map and turn the latter until the **true north line** (or any one of the **meridians**) is in the direction of north indicated by the watch.

(d) **By the north star.** Every scout should know two ways of locating the north star by neighboring constellations. It indicates (very closely, but not exactly) **true north**, being situated almost directly in line with the axis of the earth. For that reason it is also known as **Polaris** or the **Pole Star**.

(e) **By the moss on trees.** The moss is **usually** thickest on the north side because that side is least heated by the sun and is therefore usually the dampest; but judgment must be exercised in selecting trees, as various local influences often more than offset the effect of the sun and may promote the growth of moss on other sides than the north.

5. **Conventional signs.**—A scout should learn the signs and symbols used on maps and be able to identify features such as roads, railroads, houses, streams, bridges, etc., at sight. The signs are given in the Scout Diary; also on the reverse side of most topographic maps issued by the U. S. Geological Survey. He should be able to draw quickly and neatly the signs for the more common objects in his part of the country.

6. **Contour reading.**—In a sparsely settled region, where roads and trails are few, a scout may have to find his way entirely by the contour lines shown on the map. It is very important, therefore, that he fully understand the meaning of contour lines.

Contour lines express the forms of hills and valleys, mountains and plains, peaks and canyons. Each contour has a definite elevation above sea-level and maintains that elevation unvaryingly throughout its course. It may be regarded as an imaginary shore line, winding along hill sides, around spurs and up into valleys, but without going either up or down. If the water of the ocean were to rise 20 feet above its present level, the new shore line would coincide exactly with the 20-foot contour (see contour map of island shown on page with Aids to Navigation).

A simple clay or plaster model of a hilly island, such as that shown in the diagrams, will help materially in making clear the nature of contours. It should be built in a box or tank that can be filled with water to any desired depth. The contours may then be actually traced out at different levels of the water surface.

Contour lines on maps are always drawn at uniform heights one above the other. The topographic maps of the U. S. Geological Survey show the hilly or moderately mountainous parts of the eastern states with contour lines drawn at intervals of 20 feet of elevation. The flatter parts of the country are mapped in 10-foot or even 5-foot contour lines; the rugged mountains of the far west, in 50-foot or even 100-foot contour lines. The **contour interval** is always stated on the margin of the map.

The spacing of the contour lines on a map shows the degree of flatness or steepness of the country. A level plain will be shown with contour lines spaced far apart; a gently sloping hill side, with contour lines spaced moderately close together; a very steep mountain side, with densely crowded contour lines.

How would a vertical bluff or cliff look on a map?

The height of a hill or mountain above an adjoining valley can be readily ascertained from the map by counting the number of spaces between contours, and multiplying by the contour interval.

II—MAP MAKING

1. A scout map must be something more than a mere free hand sketch. It can have no practical value unless it is based on a few simple measurements of **distance** and **direction**.

2. **Distances** are most conveniently measured by pacing. Before starting out to make your map, measure the length of your stride by pacing a distance of 100 or 200 feet laid off with a tape or other measure. Do not count every step but only strides of the right foot. Step off with the left, military style. Pace the distance several times and take mean of strides counted. Most boys average 20 strides to 100 feet, or 5 feet to the stride, a convenient figure to multiply by. Those taking longer or shorter strides can avoid laborious multiplying by making a table of strides and equivalent feet of distance.

Pedometers and other counting devices had best be **avoided**. Most professional map makers prefer to do their own counting and scouts will do well to catch the habit.

3. Each scout should also be given preliminary instruction in taking **bearings** (directions) with a pocket compass, reading degrees, not points. Most scout compasses are marked from zero to 90 degrees in each quadrant. North and south are the zero points, east and west are marked 90. On such a compass, a bearing 30 degrees west of north is read in this form: N 30 W (not 30 N W, nor NW 30). A bearing of 46 degrees in the northeast quadrant would be read N 46 E; a bearing of 68 degrees in the south-

east quadrant S 68 E; a bearing of 14 degrees in the south-west quadrant, S 14 W.

Some scout compasses are graduated continuously around from zero to 360 degrees. North is zero, east is 90, south is 180, and west is 270. On such a compass a bearing is read simply by the number of degrees. A scout using such a compass, however, should learn how to convert his readings into the customary form given above. For instance, a reading of 160 degrees is equivalent to S 20 E; a reading of 290 degrees is equivalent to N 70 W.

4. The simplest way to take a bearing is to stand facing in the direction to be determined, compass in both hands, about breast high; then turn the box until the N is under the north end of the needle. Sight over the pivot and read the degrees on the far side of the box. A pencil may be held vertically on the rim to assist in marking the place. Most compasses are marked in two-degree spaces. Read the nearest two-degree mark. Never stand on or near a car track, near an electric light or power line, steel structure, automobile, bicycle, etc.; for the needle is strongly deflected by them.

5. Equipment needed for fieldwork:

- (a) Scout compass
- (b) large note book, or better, a sheet of paper fastened to a light board or card board.
- (c) pencil of medium grade, preferably 4H
- (d) soft rubber eraser.

6. Field sketch.—Draw as you proceed a rough field sketch and on it record all bearings and distances. It may be badly distorted, still it will be a much more complete memorandum for the final drafting than any written notes you might take.

7. Area to be mapped.—Select a piece of country away from the city, preferably surrounded on all sides by roads. Make a circuit of these roads, pacing the distance and taking the bearing of each stretch from bend to bend. Such a survey is called a traverse, and should end at its starting point. The circuit should be at least a mile long. If no road circuit small enough can be found, part of the traverse may be laid across country, preferably along fences that will give definite lines to follow.

8. How to go about it.—Select for starting point a cross roads, or a bend in the road. Take bearing of stretch ahead. Note this on field sketch. Begin pacing. At, say, 40 paces, you come to the middle of a small bridge. Draw symbol for bridge on sketch. Opposite mark 200 (feet). Show stream under bridge. Mark direction of flow with arrow. Resume pacing and continue count. At 62 paces you arrive opposite a house on the right. Make square dot for house and mark opposite 310. Resume pacing and continue count. At 84 paces you arrive opposite a

house on the left. It is a short distance from the road. Estimate the distance, if not over 200 feet. Show house on sketch and mark distance paced (420) and distance estimated at right angles to road (175). Resume pacing and continue the count until you reach bend in the road. Mark on sketch paces counted to this point, take bearing of next stretch and begin a new count. Locate houses and other objects along or near road as before. Sketch in streams, trees, fields, fences, crops, etc., with their appropriate symbols. Continue in this manner until the end of the circuit is reached.

If necessary, run a line across the interior of the area surrounded by the circuit, in order to locate objects not visible from the roads.

9. Inaccessible houses.—Houses and other objects too far from the road to be easily located by estimation or inaccessible for one reason or another, can be readily located by means of two bearings, each taken from a bend in the road, or from some other definitely located point on the traverse circuit. This method is quick, accurate and saves time and labor. Care must be taken to have the two bearings intersect each other at a reasonably large angle.

10. Scale of final map.—The final map is to be constructed at home, on a scale of 400 feet to the inch. Distances may be plotted with foot rule divided into inches, half and quarter inches, but it is better for the scout to make a plotting scale by copying the divisions from a foot rule on a strip of paper and subdividing at least one quarter inch into ten equal spaces (by eye). Each of these little spaces will represent a 10-foot distance on the ground. (Pace scales such as are used by military map makers are as a rule too difficult for boys to construct.)

11. Protractor.—Bearings are to be plotted with a protractor. (A half circle divided into 180 degrees.) Card board, celluloid, or metal protractors may be had at stores selling school supplies, from 5c up.

To plot a bearing, first draw through the point from which it was taken, a line in the direction of magnetic north. Place protractor on this line, center it on the point and with a sharply pointed pencil mark off the proper number of degrees. Connect this point with the first and the line will represent the direction determined.

12. Paper.—Any heavy paper may be used for the final map, but cross ruled paper is especially recommended. The lines on it can be used as magnetic north lines to place the protractor by, and will save the labor of constructing a north line at each station on the traverse.

13. Error of closure.—Plot the traverse circuit first and do not plot houses or other details until you are satisfied that the main traverse is correct. There is bound to be a small discrepancy; the last course, when plotted, will

not bring you back to the starting point. This discrepancy is called the error of closure. Be not ashamed to show it. Every survey, no matter how accurate, has an error of closure. An error of 100 to 200 feet ($\frac{1}{4}$ to $\frac{1}{2}$ inch) is allowable. If the error is larger there is probably a **mistake**. You may have read a bearing wrong or dropped 100 paces in your count. If necessary repeat some of the field measurements to locate the mistake.

14. Appearance of map.—(a) Draw final map in pencil only (not in ink). Use 4H or slightly harder pencil, well sharpened, and make neat, firm lines.

(b) Print, (do not write) names of villages, roads, streams, etc. All such names must be readable from the bottom of the map.

(c) In one corner place printed title and under it your name, troop number and date.

(d) Show direction of magnetic north, as determined by your compass, and the scale of the map, expressed in words, or in a fraction, and always in the form of a divided bar.

(e) Give bearings and distances of courses of traverse circuit, also bearings taken to distant houses.

(f) If you have no ready way of determining elevations do not undertake to show hills and valleys by means of contour lines, but bold features such as bluffs and cliffs may be shown by means of **hachures**—that is, short lines arranged in rows and pointing down the slope.

CONVENTIONAL SIGNS USED IN FIELD SKETCHING

Stone Wall

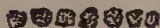


FENCES

Barbed Wire



Smooth Wire



Hedge



Worm

TELEGRAPH LINES



Symbol
(modified below)



Along Road



Along Road
(Small-scale maps)



Along Trail



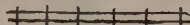
Fence of any kind (or board fence)



Railroad, (single track) and
Station



Tunnel



Double Track

Boundaries



National, State, or
Province Line

Electric Power
Transmission Line



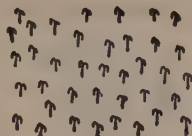
County Line



Shaft



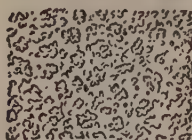
City, Village, or Borough Line



Corn



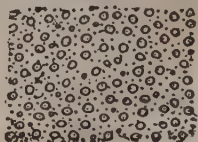
Marsh in general
(or Fresh Marsh)



Wood of any kind
(or Broad-Leaved
Trees)



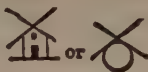
Palm



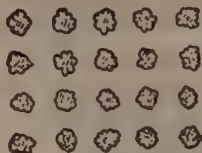
Cotton



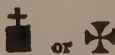
Footpath or Trail



Windmill



Orchard



Church



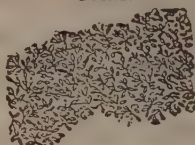
Mine or Quarry
of any kinds
(or open cut)



Buildings in General



Hospital



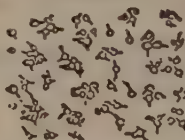
Mangrove



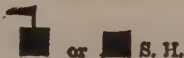
Ruins



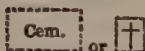
Oil Wells



Cactus



Schoolhouse



Cemetery

CITY, TOWN OR
 VILLAGES
 (Small Scale Maps)

{ Capital . . 
 County Seat 
 Other Towns 



Tidal Flats
of any kind

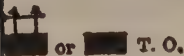


Post Office

Wagon Road (good)

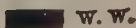


Pine (or Narrow-
Leaved Trees)

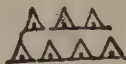


Telegraph Office

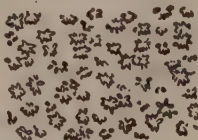
Wagon Road (Poor
or private)



Waterworks



Camp



Palmetto

City, Town or
Village



CONVENTIONAL SIGNS USED IN FIELD SKETCHING



Shorelines

Streams in general



Falls and Rapids



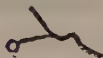
Levee



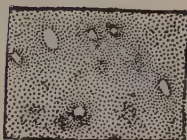
Grassland in
general



Cultivated Fields
in general



Spring



Sand Dunes

BRIDGES

General Symbol

Drawbridges (on
large-scale
charts, leave
channel open)

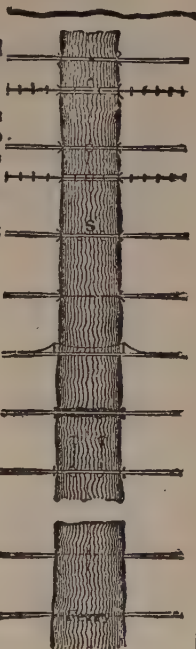
Truss (W. Wood;
S. Steel)

Foot

Suspension

Arch

Pontoon

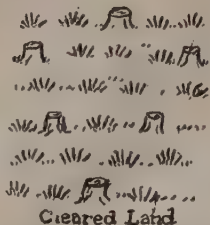


Ferries

Lake or Pool in
General (with or
without tint
waterlining, etc.)



Tall Tropical
Grass



Cleared Land

AIDS TO NAVIGATION



Life-saving Station
[(T) indicates telegraphic connection]



Light Vessel showing
number of masts



Light Vessel of
any kind



Lighted Vessel
with Wireless



Light Vessel
with Submarine
Bell & Wireless



Light with Sub-
marine Bell



Light with
Wireless



Light with Sub-
marine Bell and
Wireless

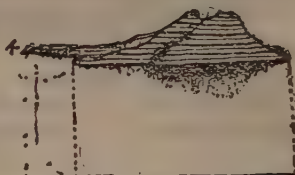
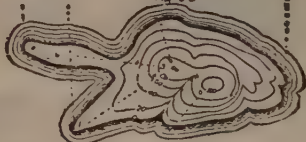


Fig 38



Upper part shows section of a map with contours



Cliff or Bluff

THE FLAG OF THE UNITED STATES

"A Star for every State and a State for every Star."

HISTORY OF THE FLAG

We do not know for certain a great deal about the early uses of The Flag of the American colonies. It is known, however, that when the English troops were besieged in Boston in 1775, the need of a flag for the Colonial troops became evident. This need led to the appointment of a committee of which Benjamin Franklin was chairman, and which decided in favor of a flag with thirteen stripes of alternate red and white to represent the thirteen Colonies, and a union composed of the crosses of St. George and St. Andrew, the British device, to signify loyalty to England, for at that time the political independence of the colonies was not being seriously thought of by the majority of the colonists. There is nothing to show who was the maker of this flag, but it was displayed on January 2, 1776, over Washington's Headquarters. This emblem was commonly referred to at the time as the "Grand Union Flag."

It seems also to be clearly established that from July 4, 1776, until June 4, 1777, the national emblem was composed of thirteen stripes, red and white, with a union showing a rattlesnake with thirteen rattles, and underneath it the motto "Don't tread on me." There is nothing to show, however, that the General Congress wished this form of flag.

Apparently the first engagement in which American troops carried a Flag of Stars and Stripes design was the Battle of Brandywine in September, 1777. The first salute ever given the Stars and Stripes was when the *Ranger*, commanded by Captain Paul Jones, entered the French harbor of Quiberon, February 14, 1778, and received a salute of nine guns from Commander La Motte Picquet.

The Flag became National on June 14, 1777, when the American Congress adopted the following resolution proposed by John Adams of Massachusetts:

"RESOLVED: That The Flag of the thirteen United States be thirteen stripes, alternate red and white; that the Union be thirteen stars, white on a blue field, representing a new constellation."

It is in the memory of this event that Flag Day is now generally observed throughout the United States on June 14, which is the date of the official birthday of the "Stars and Stripes," now to be officially known as "The Flag of the United States."

It was thought at one time that a new stripe as well as a new star should be added for each new state admitted to the Union. Indeed, in 1794, Congress passed an act to the effect that on and after May 1, 1795, "The Flag of the United States be fifteen stripes, alternate red and white; and that the Union be fifteen stars, white in a field of blue."

It is interesting to note that it was the fifteen striped Flag that flew over Fort McHenry in Baltimore Harbor on that memorable night of September 13, 1814, which was to give to us the words of our National Anthem. This continued to be the official Flag until 1818, when it became apparent that a stripe added for every State would soon render The Flag unwieldy and unsymmetrical. On

April 4, 1818, a bill was signed by President James Monroe, restoring the design of The Flag to the original thirteen stripes. This act reads as follows:

"Section 1. Be it enacted, that from and after the fourth day of July next, The Flag of the United States be thirteen horizontal stripes, alternate red and white; that the Union have twenty stars, white in a blue field.

"Section 2. Be it further enacted, that on the admission of every new State into the Union, one star be added to the Union of the Flag; and that such addition shall take effect on the fourth of July succeeding such admission."

The American Flag of to-day is composed of thirteen alternate red and white stripes arranged horizontally, with a blue field in The Flag's upper right-hand corner, containing forty-eight five-pointed stars. It will be noted that these stars are arranged in six rows of eight each and are so placed that one of the points goes directly upward. Seven stripes are opposite this blue field, while the remaining six extend the full length of The Flag.

Stars Represent States

Starting in the upper left-hand corner and reading each row from left to right, gives the stars of each State in order of the State's ratification of the Constitution and admission to the Union as follows:

First Row: 1, Delaware; 2, Pennsylvania; 3, New Jersey; 4, Georgia; 5, Connecticut; 6, Massachusetts; 7, Maryland; 8, South Carolina.

Second Row: 9, New Hampshire; 10, Virginia; 11, New York; 12, North Carolina; 13, Rhode Island; 14, Vermont; 15, Kentucky; 16, Tennessee.

Third Row: 17, Ohio; 18, Louisiana; 19, Indiana; 20, Mississippi; 21, Illinois; 22, Alabama; 23, Maine; 24, Missouri.

Fourth Row: 25, Arkansas; 26, Michigan; 27, Florida; 28, Texas; 29, Iowa; 30, Wisconsin; 31, California; 32, Minnesota.

Fifth Row: 33, Oregon; 34, Kansas; 35, West Virginia; 36, Nevada; 37, Nebraska; 38, Colorado; 39, North Dakota; 40, South Dakota.

Sixth Row: 41, Montana; 42, Washington; 43, Idaho; 44, Wyoming; 45, Utah; 46, Oklahoma; 47, New Mexico; 48, Arizona.

The Flag consists of seven red and six white stripes. This is done so that the outside stripes will be red and will frame The Flag and give



The Seal of the United States



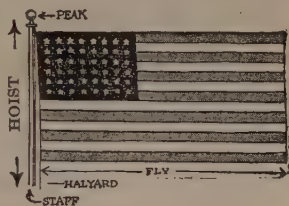
The Shield

it a clearer outline when displayed against a blue sky or background of a similar color. It should also be noted that the Shield of the United States (which is taken from the Great Seal of the United States) has 13 vertical stripes, seven white and six red (just the reverse of the stripes in The Flag), with a blue chief *without* stars. Note that the Eagle in the Seal is facing his right, the danger point and therefore the point of Honor (as distinguished from the left, "Sinister," a point of

dishonor). The proportions of the Shield are as follows: Height, 6; Width, 6; Chief (Blue), 2.

The proportions of The Flag as prescribed by Executive Order of President Taft, October 29, 1912, are as follows:

Hoist (width) of Flag—1
 Fly (length)—1.9
 Hoist (width) of Union— $7/13$
 Fly (length) of Union— 0.76
 Width of each stripe— $1/13$ of hoist
 Diameter of star—.0616



Flag Facts

"The Flag of the United States" is the official name of the Flag, and it should always be spoken or written of in this way. In the army it is called the "National Flag." When carried by an Infantry Regiment (or by any foot or unmounted unit) it is called a "color." When carried by a Cavalry Regiment (or by any mounted, horse or motorized unit) it is called a "standard."

The National salute to The Flag is 21 guns. The salute is not fired on Sunday unless required by international courtesy.

The length of The Flag is known as the "fly," while the width is known as the "hoist."

The Army Garrison Flag measures 20 x 38 feet; the Storm Flag and the Recruiting Flag are 5' x 9' 6"; the Post Flag, 10' x 19'. The "Color" is 4' 4" x 5' 6" and the "Standard" is 3' x 4'.

Laws Protecting the Flag

A Federal Law, approved February 8, 1917, provides that a trademark cannot be registered which consists of or comprises, among other things, "The Flag, Coat-of-Arms or other insignia of the United States, or any simulation thereof."

A Federal Law, approved February 8, 1917, applying only in the District of Columbia, provides certain penalties for the desecration, mutilation and improper use of The Flag of the United States.

Several States of the Union have enacted similar laws upon the subject, as also have many counties and municipalities.

The Department of Justice has issued a warning against desecration of The Flag of the United States by aliens in the following words:

"Any alien enemy tearing down, mutilating, abusing or desecrating the United States Flag in any way will be regarded as a danger to the public peace or safety within the meaning of regulation 12 of the proclamation of the President, issued April 6, 1917, and will be subject to summary arrest and punishment."

In the meaning of the Federal Law regarding the use of The Flag in connection with trade-marks, it has been determined that The Flag must not be used in connection with advertising matter of any kind. This applies equally to the Coat-of-Arms of the United States. It does not, however, apply to the use of the colors, blue, white and red, concerning which there is no statute.

The Post Office Department does not object to the use of en-

velopes bearing pictures of The Flag if it is placed upon the back of the envelope. When on the face of the envelope in most cases the stamp cannot be cancelled, nor the letter postmarked without defacing The Flag.

The Flag should never appear in any form on towels, handkerchiefs, aprons, or other utilitarian clothes of any kind, as this subjects it to contamination. In some states such desecrations of The Flag are prohibited by statutes, and shipping or traveling in these states with such desecrations would make one liable to law.

What to do with worn-out Flags

"Old or worn-out Flags should not be used either for banners or for any secondary purpose. When a Flag is in such condition that it is no longer a fitting emblem for display, it should not be cast aside nor used in any way that might be viewed as disrespectful to the National colors, but should be destroyed as a whole, privately, preferably by burning or some other method lacking in any suggestion of irreverence or disrespect due the emblem representing our country."—(From Flag Circular issued by the War Department April 14, 1923.)

Cremation of worn-out Flags is the custom followed by the Government, except in the case of Flags of historic value, when they are carefully preserved, together with the historic record.

In this connection it may be pertinent to relate the true story of a group of scouts who, while in camp, discovered a soiled, tattered rag which had once been "Old Glory" and which obviously had been used by careless picnickers for the drying of dishes or some other inappropriate purpose. Filled with righteous indignation, the scouts carried the insulted Stars and Stripes reverently back to camp and stood at salute while one of their number burned the emblem, at the close of which ceremonial they repeated the Oath of Allegiance. The wrong was undone so far as it could be undone by the scouts, who had been taught to honor The Flag and keep it sacred.

In many places scouts co-operate with the G. A. R. and other patriotic organizations in removing torn and discolored Flags from the graves of soldiers, and placing fresh ones in their stead.

In some communities scouts have helped in, or themselves conducted, campaigns urging citizens to replace faded and tattered Flags with new ones, as a matter of patriotism and of due respect to The Flag.

It is suggested that Scouting authorities co-operate with proper authorities in keeping Flags in proper condition, from Memorial Day to July 4th, at which time all may be renewed; in other cases for a period of 30 days. When a scout sees The Flag incorrectly used, he may politely inform the person responsible, of the fact. Be sure to be tactful, however.



Replacing Worn Flags

When to Fly The Flag

It is becoming the practice throughout the country, among civilians, to display The Flag of the United States on all patriotic occasions, especially on the following days:

Lincoln's Birthday	February 12th
Washington's Birthday	February 22nd
Mother's Day	Second Sunday in May,
Memorial Day	May 30th
Flag Day	June 14th
Independence Day	July 4th
Labor Day	First Monday in September
Armistice Day	November 11th

It is also increasingly the custom to display The Flag on a staff daily in school yards, public squares, and so forth. In many towns and cities, scouts are made official guardians of The Flag, raising and lowering it daily.

The best usage everywhere insists that Flags should not be permitted to fly on civilian property before sunrise or after sunset. The one exception to this is at the grave, in Frederick, Md., of Francis Scott Key, author of "The Star-Spangled Banner," above which The Flag floats day and night. Otherwise The Flag should be displayed from sunrise to sunset only, or between such hours as may be designated by proper authority, on National and state holidays, and on historic and special occasions. The Flag should always be hoisted briskly, and lowered slowly and ceremoniously.

(NOTE.—It may be remarked in this connection that there are only three buildings in America over which The Flag of the United States flies officially night and day continuously, viz.: Over the east and west fronts of the National Capitol, over the House of Representatives Office Building and over the Senate Office Building. The two Flags flying over the Capitol are replaced every six weeks. The Flag flies over the White House from sunrise to sunset, but only when the President is present in Washington.)

Displaying The Flag

There is no Federal Law laying down hard and fast rules for civilians as to displaying, hanging, or saluting The Flag. There are, however, certain fundamental rules of heraldry which, if understood generally, would indicate the proper method of display. There are also certain rules of good taste which, if observed, would preclude the improper use of The Flag. The matter becomes a very simple one, and the answers to the various questions which arise will be evident if it is kept in mind that *the National Flag represents the living country and is itself considered as a living thing*. The Union of The Flag is the honor point; the right arm is the sword arm and therefore the point of danger, and hence *the place of honor*. These forms of respect are now practically universal throughout the United States.

From a Stationary Staff

The Flag should fly from a staff if possible. This is the invariable custom of the United States Army.

When a number of flags on staffs are grouped in display, The Flag of the United States should be in the center or at the highest point of the group. (See No. 1.)

If a cluster of three or more flags are displayed radially in a standard, or project from the front of a building, the grouping would resemble the seating in the Supreme Court. The Chief Justice (Flag of the United States) in the center, the

senior member on his right (The Flag's right—that is, the observer's left), number two on the left, three on the right, etc. When flags of states or cities or pennants of societies are flown on the same hal-yard with The Flag of the United States, The Flag of the United States must always be at the peak. (No. 2) When flown from adjacent staffs, The Flag of the United States should be hoisted first, and on the tallest and most conspicuous staff. No flag or pennant should be placed above or to the right of The Flag of the United States.

When flags of two or more nations are to be displayed, they should be flown from separate staffs of the same height and the flags should be of equal size. (See No. 3.) (International usage forbids the display of the flag of one nation above that of any other nation in time of peace.)

When flown at half-staff The Flag is first hoisted briskly to the peak and then lowered to the half-staff position, but before lowering The Flag for the day, it is first raised again to the peak and then lowered, slowly and reverently. On Memorial Day, May 30th, The Flag is displayed at half-staff from sunrise until noon, and at full staff from noon until sunset, for the Nation lives and The Flag is the symbol of the living Nation.



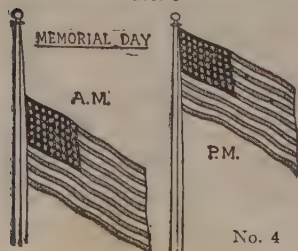
No. 1



No. 2



No. 3



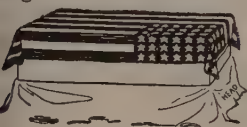
No. 4

When The Flag is flown at half-staff as a sign of mourning, it should be hoisted to full staff before being lowered.

(NOTE.—In the case of a cylindrical iron flag-staff, the middle of the hoist is half-way between the top of the staff and the band to which the top of the guy anchors are fastened.

In the case of a flag-staff with crosstree, the middle of the hoist is half-way between the top of the flag-staff and the crosstree.

In the case of a flag-staff of one piece, the middle of the hoist is half-way between the top of the flag-staff and the foot of the flag-staff.)



No. 6

When used to cover a casket, The Flag should be placed so that the Union is at the head and over the *left* shoulder. (See No. 6.) In this case The Flag is paying homage to the dead soldier, and therefore it faces him. Neither the fact that there are onlookers nor their position has anything to do with it. The Flag should not be lowered into the grave nor allowed to touch the ground. The casket should be carried foot first.

When used at the unveiling of a statue or a monument, The Flag should not fall to the ground, but

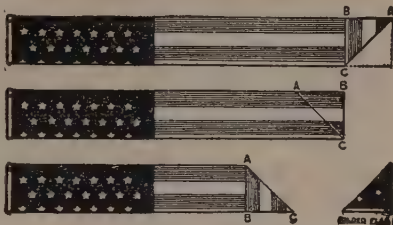


No. 8

held so that it will wave out and form a distinctive feature during the remaining ceremony. In shipment, use a cloth covering for the statue or monument, but not The Flag. The Flag may be used to conceal tablet or statue, Union properly placed, and Flag treated with dignity, but The Flag itself should never be used as the covering of the statue. (See No. 7.)

To fly The Flag of the United States upside down is a signal of dire distress, which should be answered immediately.

When The Flag is displayed from a staff projecting horizontally or at an angle from the window-sill, balcony or front of the building, the Union of The Flag should go clear to the head of the staff, unless The



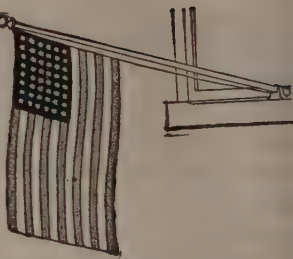
No. 5

When The Flag is raised or lowered, great care should be taken that it shall not touch the ground nor trail in the water nor touch the floor. It should be carefully folded into the shape of a cocked hat. This should be done by two persons and a leader. (See Nos. 5 and 8.)



No. 7

Flag is at half-staff. (See No. 9.) If the flags of other nations, state or society flags are displayed on staffs from the same window, or from windows in the same house or building, The Flag of the United States should be in the position, or window, at the extreme right. (Similar to No. 3.)



No. 9

Carried in Parade

When carried in a parade, The Flag of the United States should always be accompanied by an honor guard in addition to its bearer, who should carry the staff on which The Flag is mounted in such a way that the peak of the staff points forward continuously. Every troop should organize such a guard.



No. 10

When in parade The Flag of the United States is carried with another flag, it should have the place of honor on the right. (See No. 10.) If several flags are carried, they should either precede the others or should be carried in the center, above the others, and on a higher staff. (See No. 11.) The Flag should be on a staff raised at more than 45 degrees.

In Passing Review

A stand of colors on parade passing a reviewing officer recognizes him in the following manner: The bearer of a state or organization flag dips his flag as he passes the reviewing officer. The Flag of the United States,



No. 12

however, is never dipped to any person or anything, whether on parade or elsewhere. Regimental colors, state flags, organization or institutional flags will always render this honor to The Flag of the United States.

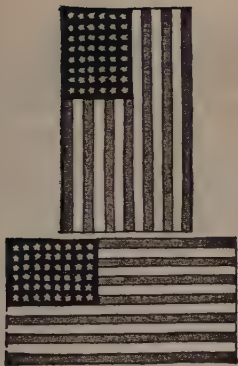


No. 11

On a Wall

When displayed with another flag against a wall from crossed staffs, The Flag of the United States should be on the right, *The Flag's on right*, and its staff should be in front of the staff of the other flag. (See No. 12.)

When The Flag of the United States is displayed otherwise than flown from a staff, it should be displayed flat, whether indoors or outdoors. When displayed either horizontally or vertically against a wall, Union should be uppermost and at *The Flag's right*; that is, to observer's left. (See No. 13.) This is regardless of the location of the North or East. Some have contended that The Flag, when hung vertically, is merely tipped over, which would bring the Union in

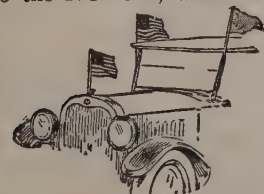


No. 13

people are passing in *both directions*, or in an auditorium where an equal number of people are sitting *on both sides of it*, The Flag of the United States should be suspended vertically with the Union to the north, in an east or west street or hall and to the east in a north or south street or hall. (See No. 14.) This is merely for the sake of uniformity, so that all the flags suspended over the center of the street will hang the same way. The exception is when a parade is to take place, then the flags hung across *the center of a street* may be so hung that they *face* the on-coming paraders, regardless of the points of compass.

Of course, where the flags are on staffs or wires projected from the houses, those on one side will be the same, while those on the other side will be hung alike.

A good way to remember these directions is by the following: Either to the NORTH, where lies our guiding star, or else to the EAST, whence come the stars at eventide.

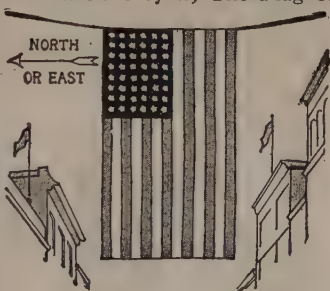


No. 17

flag and the staff of The Flag of the United States should be in front of the other staff. (See No. 12.)

Flag's left corner. They overlook the fact that The Flag is not mere material, but a *living symbol*, having its own face—no back, but all Flag through and through—and its own right (dexter; honor) and left (sinister; dishonor). When *not* on a staff the hoist becomes the head and honor point. If *on a staff*, then the peak of the staff becomes the head and honor position, next to which the Union is placed. When displayed in a window it should be placed the same way; that is, with the Union or blue field to the left of the observer in the street. When festoons or drapings of blue, white and red are desired, bunting should be used, but *never The Flag*.

When hung so that *both sides are equally visible*, as across a public square or street, or across a large hallway where



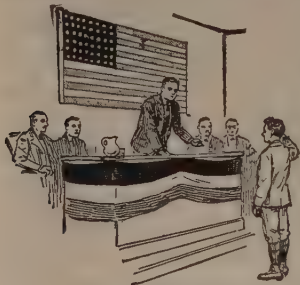
No. 14

When hung on a cord or wire running from a building to a tree or other support nearer the street, the Union should always be furthest from the building, regardless of the points of the compass.

When displayed with a flag of another country or organization, The Flag of the United States is always placed in the position of honor, to the right of the other

Platform Display

When used on a speaker's platform, The Flag should be displayed *above* and behind the speaker and *above the heads of any persons sitting*. It should never be used to cover the speaker's desk, nor be draped over the front of the platform. (For this and all similar purposes, the blue, white and red bunting should be used; *never The Flag*. If displayed from a staff, it should be on the speaker's right.)

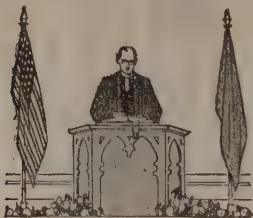


No. 15

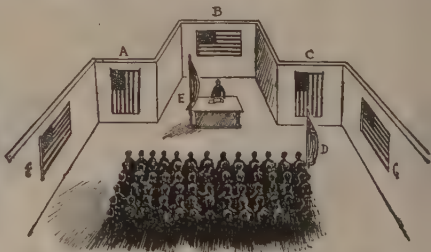
Displayed in Church

When The Flag is displayed in the body, or nave, of a church, it should be from a staff placed on the congregation's right as they face the clergyman, with the service flag, or other flag on the left of the congregation. In this connection, The Flag is considered to

have come in with the congregation, and therefore it occupies the same right hand position of honor as it does when at the head of marching soldiers. (Fig. 18.) If in the chancel, The Flag of the United States should be placed on the clergyman's right as he faces the congregation, and other flags on his left. (See Fig. 16.)



No. 16



No. 18

Window Display

In displaying The Flag on or in a window, on a porch, or on the outside of a building, it should be remembered that it is placed there for the benefit of the passer-by. When hanging The Flag in such a position, this fact should be kept in mind, so that The Flag *will be correctly hung*.

If in a window or on a porch, it will appear incorrectly hung when viewed from the inside, but The Flag will be in its proper position to face the passers-by. The same care should be taken in displaying two flags crossed in a window. The flags, when correctly placed and viewed from the interior, will have The Flag of the United States on the observer's left side, and the other on his right. This would be incorrect if it were not for the fact that we are placing the flags in the window so that they will face those passing on the outside.

When used in a store window, The Flag, always hung *flat*, should be placed high, so as to be above the heads of people. In no case

should The Flag ever touch the floor, nor the end *rest* on anything.

When The Flag is displayed on a stair railing or sloping gable, The Flag of the United States is at the high point, regardless of right or left.

Flag Display Restricted

As far as possible the displaying of The Flag should be restricted to flying it from a flag-pole in the regular way, and no other display permitted. For purposes of decoration only, the blue, white and red colors in the form of bunting should always be used, but never The Flag as a decoration. (See No. 20.)

Under no circumstances should The Flag be displayed, used or stored where it can easily be contaminated or soiled, or be draped over framed pictures, even of Washington or Lincoln, for The Flag is *never* a decoration. Rather is it the *object* of decoration, were such a thing possible. Do not drape it over chairs or benches to be used for seating purposes, and no object or emblem of any kind should ever be placed above or upon it.

No nails should ever be driven into The Flag, nor should it ever be struck with a gavel.

The Flag should never be worn as the part of a costume or athletic uniform. Do not embroider it upon cushions or handkerchiefs or print it on paper napkins or boxes. When worn as a badge it should be pinned over the left breast, or on the lapel of the left collar. No other emblem should be worn above it.

When The Flag is made up as a badge, the blue Union with the stars is on the right side, The Flag's own right, the same position as if The Flag were displayed to public view. (See illustration of G. A. R. badge No. 19.)

When portrayed for illustrative purposes, the staff should be placed at the left (the observer's left) of the picture, and the fabric should float to the right (the observer's right). If crossed with the flag of any other nation, The Flag of the United States should be at the right, The Flag's own right. (See No. 12.)

When stars are placed on the blue field in the making or painting of The Flag, one point of each star should point to the zenith.

The stars in The Flag are always white.

Use Bunting for Decoration

The blue color in the bunting should invariably be at the top. If the blue in the bunting should contain stars, it would emphatically indicate that the stars be on top, for if placed below, it would be equivalent to placing The Flag upside down. (No. 20.)

No lettering, insignia or trade-marks whatsoever should ever be used on The Flag. Do not use The Flag of the United States in any form of advertising, nor fasten an advertising sign to its flag-pole, nor fly anything else from the same halcyards, if possible.



No. 19



No. 20

Saluting The Flag

Saluting The Flag, by individuals and organized civic or military bodies, is an almost universal custom in every country.

During the ceremony of hoisting or lowering The Flag, or when The Flag is passing in a parade or in a review, all persons present should face The Flag, stand at attention and salute. Those present in uniform should render the right-hand salute. When not in uniform, men should remove the head-dress with the right hand and hold it at the left shoulder. If a scout or civilian is without a hat, he should hold his hand over his breast. *Women should salute by placing the right hand over the heart.* The salute to The Flag in the moving column is rendered at the moment The Flag passes. (See No. 21.)

A Flag unfurled and hung in a room in which officers or enlisted men of the Army are present will be saluted by them the first time they may have occasion to pass it, but not thereafter. (From Flag Circular.) This rule should apply with scout officials and scouts.

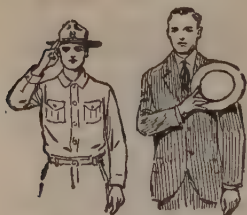
At Morning Colors, Evening Colors and during the playing of "The Star-Spangled Banner," a scout in uniform stands at attention, hat on, and executes the Scout Salute, holding it until the last note has been played, or in the case of colors, until The Flag has either been raised to position or folded up or is in the arms of the person who is lowering it.

A scout not in uniform, but who is in the ranks of a uniformed troop, acts the same as if he were in uniform.

Scouts not in uniform and who are standing by themselves will remove their hats with the right hands and hold them at the left shoulder. The position of the body should be the same as if at attention.

When The Flag of the United States is passing on parade or review, the spectators, if walking, should halt, and if

sitting should rise and stand with their hats placed over their left shoulders until The Flag has passed. This salute should be rendered to *every* Flag that passes. A scout in uniform keeps his hat on and salutes, commencing his salute a short period before the colors reach a point opposite him and holding it until they have passed.



No. 21

Extraci from Address of President Harding at the National Flag Conference

Washington, D. C., June 14, 1923

"I can understand how The Flag owes considerably more to the service man of the Republic than it does to the ordinary citizen, but I can't understand why the soldier or the sailor or the ex-service man in National defense owes any more to The Flag than everybody else in

the United States of America. And so everything we do to bring The Flag into proper consideration by the citizens of the Republic is entirely proper and deserves to be cordially commended.

"I witnessed last week a very pleasing manifestation of the impression created by proper respect for The Flag. It was during the first parade of the visiting Shriners. Opposite the reviewing stand in which I sat was a young Naval officer, quite apart from any others in the armed service of the Government. Those who witnessed the parade will recall that every Shrine carried the colors of the Republic, and it called for pretty frequent salutes; but every time The Flag came by, over in the reviewing stand on the other side of the Avenue appeared this young officer in white, promptly rising to salute the colors as they passed—the only one performing that service that we noticed in all the large company assembled in that reviewing stand.

"Well, it made a very distinct impression, and it recalled to my mind the satisfaction that comes to the American breast in every manifestation of our reverence to the colors. I don't suppose there is any law to punish the President if he didn't stand at salute when the colors passed, but I wouldn't be happy in my official capacity if I didn't do it.

We have an obligation quite apart from the consideration we show the colors. We have the greatest obligation to maintain in America unimpaired the things for which the American Flag stands. That is the obligation; and while we are doing that which shows reverence for the colors, let us always be mindful of doing the things that make us all the colors represent us to be. That is an Americanization task; that is a patriotic task; that is the task of good citizenship, and in its performance there will come rewards to all of us, and we shall be assured of a contribution to a better and great Republic."

"The Star-Spangled Banner"

When the National Anthem is played, those present in uniform should salute at the first note of the anthem, retaining this position until the last note of the anthem. When not in uniform, men should remove the headdress and hold it as in the salute to The Flag. Women should render the salute as to The Flag. When there is no Flag displayed, all should face toward the music.

When "The Star-Spangled Banner" is played as a whole by the band or on a formal occasion, every scout should stand at attention with the hand raised to the brim of the hat (or to his forehead if in uniform, but without hat), and he should retain that position until the last note of the music, when the hand should be dropped to the side. This should be done when The Flag is lowered at Retreat, and the band plays "The Star-Spangled Banner" or the bugler sounds "To the Colors." All scouts in uniform and out of ranks should face toward The Flag, stand at attention and pay the same respect as that paid by scouts in formation. If not in uniform, the scout removes his hat and holds it as indicated in the salute to The Flag. The same respect should be shown toward the National Anthem of any other country when it is played as a compliment to its official representatives.

The playing of "The Star-Spangled Banner" as a part of a melody is prohibited, and it should never be played as an exit march.

The Pledge of Allegiance

Pledges of allegiance to The Flag, while prescribed in some countries, are unofficial in the United States, except the Oath of Allegiance to the United States.

In the Scout Movement it is required by the National Constitution and By-Laws that every commissioned officer shall be an American citizen, or have declared intention to become such. Minors shall take an oath of allegiance to The Flag and Government of the United States.

Scouts use the following form of pledge to The Flag:

"I pledge allegiance to The Flag of the United States and to the Republic for which it stands; one Nation indivisible, with liberty and justice for all."

When taking this pledge the scout stands at attention throughout the repetition of the entire pledge. If taking it as an individual, he salutes, retaining it through the entire pledge.

Interpreting The Flag

The scoutmaster who is instilling love and reverence for The Flag of the United States in his boys and helping them to keep faith with all that our Flag stands for, is doing a great patriotic service. The Continental Congress bequeathed to us the following interpretation of the colors in The Flag. The Blue, according to our forefathers, represents perseverance and justice; the White, purity and innocence; the Red, hardiness and valor.

NOTE.—The information given is in accord with the code as corrected and accepted at the Flag Conference, Washington, D. C., June 14-15, 1923. The Boy Scouts of America was represented in the Code Committee by E. S. Martin, Secretary of the Editorial Board.

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SPECIAL AUTHORIZATIONS

"Steps in Swimming," from Y. M. C. A., Army and Navy Athletic Handbook (page 122); "I Am Alcohol" (page 312), and "Boys' Building" (page 248), from H. W. Gibson's "Boyology." Used by special permission of the Association Press.

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MINIMUM STANDARDS FOR BOY SCOUT CAMPS

A Yard Stick of Safety and Achievement in Scout Campcraft
By The Department of Camping, Boy Scouts of America

The following condensed statement of Minimum Standard Requirements for Boy Scout camps is presented by the Department of Camping with the belief that few Scoutmasters will be contented to remain in the Minimum Standard Class. The National Council, as chartered by Congress, has accepted the responsibility of establishing and maintaining such standards as will guarantee to all boys the necessary safeguards and proper camping facilities; and develop a sense of responsibility, resourcefulness and loyalty to the principles set forth in the Scout Oath and Law.

Under these rules, no Boy Scout leader may assume the responsibility for taking boys into camp unless he has previously presented to the local troop committee or council authorities a full and complete statement of the plans and purposes of the camp, and has secured the written approval of the local Scout Executive or National Camp Director. This, in the event of accident, unfriendly criticism, or interference, will stand, if need be, as evidence in court, in defense of his motives and forethought on behalf of the welfare of the boys entrusted to his care. Scout camps are authorized to enroll only scouts duly registered and in good standing.

1. LEADERSHIP

A. Required (Absolute Minimum)

(a) A competent adult leader (registered on troop application blank) in charge, with full power to enforce discipline.

(b) Additional adult leadership in the proportion of not less than one man to every 16 boys in camp.

(c) A sufficient number of boys possessing leadership qualities and adequate knowledge of Scouting to furnish a patrol leader and assistant for each patrol.

(d) A system of organization fixing definite responsibilities, with such regulations and discipline as will insure safety, efficiency and economy.

(e) An organized life guard and an expert adult swimmer as instructor to comply with the requirements of the Sea Scout Manual and the rules of the Red Cross Life Saving Corps.

B. Desirable But Not Required

(a) A camp director who has been a commissioned officer of the Boy Scouts of America for at least one year, with experience as director of a boys' camp.

(b) An organized camp staff of junior officers assigned definite responsibility as associate directors of the five main departments

of the camp—Quartermaster, Commissary, Educational, Recreation, Safety.

(c) Camp enrollment of not less than 80% of Scouts in troop or council jurisdiction, accompanied by Scoutmaster or other adult official connected with the local troop of which the campers are members.

2. CAMP SITE

A. Required

(a) A place so situated as to give proper privacy, sense of independence, and freedom from interference by outsiders.

(b) The cost of transportation, if possible, not to exceed 20% of the total cost to each camper.

(c) Plants, trees, and animal life serviceable for Scouting instruction and practice.

(d) Water supply ample and not contaminated, with adequate drainage for all extremes of weather conditions. The absence of unusual and unnecessary hazards—dangerous whirlpools, swift streams, undertow, open mine shafts, cliffs, reptiles, cattle, poison ivy, flies, mosquitoes and high water.

B. Desirable But Not Required

(a) Scout organization to own camp site or to execute a formal lease for a period of not less than three years, to insure permanence and justify permanent improvements.

(b) Improvements to camp site added during the current year involving one or more hours of labor daily from each Scout in camp, or an investment from fees paid by boys from money which they have earned.

(c) The camp site to be used for a period of at least five days, when Scouts are not in camp, for other campers (under the direction of an adult scout leader), who would otherwise not have the opportunity of camping out.

(d) A trail to some point of interest cleared and marked by Scouts, and rustic bridges built of native material after designs approved by a practical builder; or a trail or roadway improved as directed by property owner or local road commissioner; this work to be beyond the limits of the camp and for the principal benefit of others than Scouts in camp.

3. EQUIPMENT

A. Required

(a) Tentage or housing, for sleeping quarters, allowing each person not less than 18 square feet of floor space, and free circulation of fresh air at all times.

(b) A place outside of sleeping tents for preparing and serving meals.

(c) See Scoutmaster's Handbook, pages 378 to 380, for equipment of a Scout Summer Camp. Special list of equipment for Red River Pioneer Cart, Back Pack, Horse Pack, Canoe, Sea Scout, Auto or Bicycle Trips, will be furnished on request by the Department of Camping, National Office.

(d) Adequate First Aid and Life Saving Equipment for practice and emergency.

B. Desirable But Not Required

(a) At least one permanent building with floor space of not less than 12 x 24 feet, built by Scouts according to approved plans.

(b) Building, tentage and movable camp equipment owned by scout organization.

(c) Tents, tipis, sleeping bags or other portable shelters made in camp, to be used on hikes and short-term camps to provide suitable shelter.

(d) A Scout-made life raft or float, equipped with life preservers.

(e) Each patrol in camp to be provided with first-aid kits, including material for both practice and emergency first-aid work.

(f) Fire-fighting tools and equipment for use in forest fires, burning buildings, etc., to be used for actual camp emergencies, or outside, for the benefit of others. Regular fire drills at least twice a week by one or more organized teams.

4. PROGRAM

A. Required

(A daily routine program including the following):

(a) Regular time for meals, early rising and retiring.

(b) Time for swimming and water sports.

(c) Scoutcraft instruction.

(d) Health and sanitary inspection.

(e) Calisthenics, posture drill and games.

(f) Patriotic and religious ceremonies.

(g) Free time.

(h) General routine, including practice of campcraft, camp sanitation, tent pitching, camp cooking, use of knife and axe, fire building, etc.

(i) Campfires and fun.

(For sample daily program, see Scoutmasters' Handbook, page 381.)

B. Desirable But Not Required

(a) At least two hours daily of formal instruction to prepare boys for passing First Class and Merit Badge examinations, formal provision being made to allow boys to complete their examinations while in camp.

(b) Practice of individual and patrol cooking. Overnight hiking away from established camp.

(c) All campers to participate in the dramatization of some feature of local or legendary history, to be given for the entertainment of campers and neighbors, no admission being charged unless receipts are devoted to some philanthropic enterprise other than Scouting.

5. HEALTH AND SANITATION

A. Required

(a) A certificate signed by parents or home physician showing condition of heart, lungs and general health, to be presented by each camper on arrival.

(b) Individual health inspection at least once a week by a practising physician and daily report of individuals for treatment.

(c) Grounds carefully drained.

(d) Every reasonable precaution to prevent and exclude flies and mosquitoes.

(e) A sanitary latrine which is fly proof, in so far as possible contact of flies with excreta is concerned. The seating capacity should be not less than one unit for each ten boys in camp.

(f) All garbage and slops disposed of by incineration or removal from camp. Cans for collecting garbage fly tight, covered with fly-tight lids and sterilized with boiling water or treated chemically daily.

(g) Particular care to insure a clean and sanitary condition of kitchen, store-room, dining room, tables and dishes.

(h) Amount of candies and other luxuries limited to daily expenditure of 10 cents per boy.

(i) Cleanliness of person and clothing taught and practised by all.

B. Desirable But Not Required

(a) A record of the weight, physical measurements, and general health of all boys and adult campers on arrival in camp, two weeks later, and at time of leaving camp.

(b) A physician resident in camp for the entire period, to give daily instructions in bandaging, first aid, health, and sanitation; to make daily sanitary inspection of quarters and food supplies; and to furnish a written report of the same to the Camp Director.

(c) Eradication of mosquitoes, flies and other insects as result of care and activity of Scouts in camp.

(d) Cooperation with state or local Board of Health in the distribution of literature on health, sanitation and first aid, with demonstrations of first aid to the community surrounding the camp.

6. FOOD SUPPLY AND COMMISSARY

A. Required

(a) Ample supply of plain, wholesome food, not less than 3000 calories daily per boy. (See Army Cook's Manual or Merit Badge pamphlets on Camping and Cooking.)

(b) Cooking that makes food wholesome and appetizing, and at the same time is not extravagant or wasteful.

(c) A system of serving which guarantees equal and economical portions to each person.

B. Desirable But Not Required

(a) A careful estimate before camp opens of food required for the entire season to supply a prescribed menu.

(b) Some part of the food for camp to be grown by scouts either at home or on a plot of ground near the camp.

(c) A complete daily record of supplies of food issued, number of meals, and actual cost per day, with comment and suggestions.

(d) Demonstration for all campers of how to prepare and dress a whole pig, sheep, or beef; selection and location of different cuts, etc.; a record of the weight of the animal before and after dressing being kept, and the cost.

(e) One meal daily for six days, or all meals for two full days, to be prepared for the whole camp by an organized cooking squad, in preparation for hikes and emergencies.

7. BUSINESS AND RECORDS

A. Required

(a) The written consent of parents or guardian of each boy to attend camp.

(b) Roll call or definite checking-up twice daily.

(c) A careful and impartial record of all cash receipts and expenditures, food and equipment, received and issued, the number served at meals.

(d) A record of general activities and scout advancement.

(e) A record of the above to be submitted to the troop committee and a copy or summary furnished to the Department of Camping at the National Office. (Report blank furnished on request.)

B. Desirable But Not Required

(a) Comprehensive financial record of all business transactions, equipment and transportation contracts, applications signed by parents and scouts, vouchers used in payment of bills or other tangible evidence of good business management. This statement to be filed with the chairman of the local troop committee or parent institution, or the Camping Department of the National Council.

(b) All accounts audited by Certified Public Accountant.

FORMAL APPLICATION FOR CAMPING PERMIT
Complying with Standard Minimum Requirements For Boy Scout Camps.

TO THE SCOUT EXECUTIVE,
BOY SCOUTS OF AMERICA,
For approval by Council Camp Committee.

Troop No.....of.....
City State
respectfully submits plans and applications for permit for a Boy Scout camp to be held at.....
from192

In so doing, we invite the criticism and suggestions of the Committee on Camps and agree to carry out such instructions as may be issued in response to this application.

We have each considered the attached plans and qualifications of Mr.....
as camp director and recommend him as our choice for approval by the Department of Camping, and upon receipt of such approval, agree to assume full responsibility for carrying out the entire program here outlined according to Minimum Standard Requirements for Boy Scout camps.

.....
Scoutmaster
.....
Head of Institution with which
Troop is connected
MEMBERS OF
TROOP COMM.
.....

Attached to this blank find the following:—

- 1. Sample daily program.
- 2. List of equipment to be used.
- 3. Formal statement of qualifications of camp director.
- 4. Outline of daily menus for one week.
- 5. Statement of purpose of conducting camp this year.
- 6. Number of scouts to be accommodated. Charge per week for each scout.

Give information asked for, have application signed and send it, with material requested, to the executive of local council. If troop is not under council, send direct to National Office.

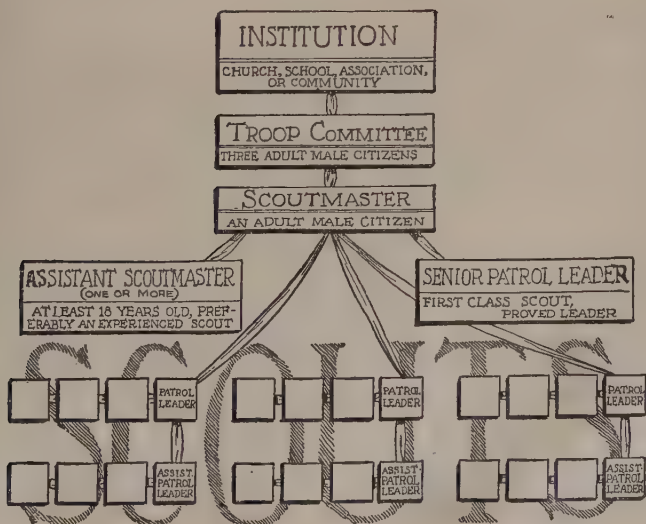
TROOP ORGANIZATION

Troop Officers

The troop officers are: Scoutmaster, Assistant Scoutmaster, Senior Patrol Leader, Patrol Leaders and their Assistants, and Scout Scribe. For their duties, consult Handbook for Boys. Some or all of the following are often added, although their offices are not officially recognized by the National Council:

Assistant Treasurer, Librarian, Quartermaster (in charge of troop property), Scout Assistant Instructors (experienced Scouts who help the young members), Hike Master, Drill Master, Color Bearer, Game Leader, etc.

The following diagram represents graphically the organization of a troop:



New York,
September 21, 1923.

WHY?

The publication of this book on the patrol method as a help for scoutmasters will, I hope, result in a radical change in the management of troops by many scout leaders. The advantages of the patrol method from the viewpoint of what we are striving to accomplish in our work with boys, are clearly shown. It is recognized that it will not be an easy task for some who have for years conducted the troop without giving to boys this opportunity to develop qualities of leadership, to introduce the patrol method. However, I earnestly recommend serious study of this subject, and hope that many will find herein a challenge and a way greatly to increase the effectiveness of their leadership in Scouting.

The scheme itself is not new. It has been thoroughly tried and has been proven to be the most effective way for securing the best results. For many it may temporarily be a more difficult way than that now being followed by them, but in the end it will greatly simplify the scoutmaster's task. It does not relieve him of responsibility for maintaining the standards of Scouting and discharging his obligation to the parents of the boys who are entrusted to his care. But it does very definitely open up a way whereby, when in his judgment he has developed the potential leadership qualities in members of his troop, he may share his responsibility with those who become patrol leaders and assistant patrol leaders. Thus it brings to the aid of the scoutmaster the alert minds of boys who develop the sense of responsibility, with a consequent richness of resources which will increase many fold the opportunities for Scouting to function in the lives of boys, through its program for the leisure time of the members of the troop. Indeed, the well-developed troop using the patrol method means Scouting day by day, because of the activity of the patrol leaders, not merely on the occasion of the weekly troop meeting and the occasional troop hike.

Like the Scout Program itself, the patrol method as presented in this volume represents the contribution of a large number of men. It has been prepared under the direction of Lorne W. Barclay, the Director of the Department of Education, assisted by Atwood H. Townsend, who compiled the material for the original draft, Francis Gidney (popularly known as "Skipper"), Chief of the Gillwell Park Training Centre of the British Boy Scouts' Association, A. W. Beeny, Frederic L. Fay, Elbert K. Bretwell, C. A. Hewlitt, Pirie MacDonald, Robert F. Payne, Irving F. Southworth, Charles F. Smith, A. L. Swift, Ray O. Wyland, George W. Ehler, and E. S. Martin, of Headquarters Staff. Other members of the National Staff and a group of experienced scout leaders have assisted in developing criticisms and suggestions and in editing the material.

The practical value of the book will be realized in the degree to which it is utilized by Scoutmasters and their assistants. Supplementary material on the same subject will be made available to the field through BOYS' LIFE, and possibly in pamphlet form, written from the standpoint of the boy.

BOY SCOUTS OF AMERICA,

JAMES E. WEST,

Chief Scout Executive.

A WORD TO SCOUTMASTERS

Scouting develops good citizenship, not merely through the personal advancement of each boy in the scout requirements, but by increasing capacity for *team work* through patrol games, contests, and projects.

Citizens live up to the law not through fear of prison or through regard for the policeman, but through a living spirit of loyalty to their fellow citizens. The boy's gang is his group of "fellow citizens." The scout patrol becomes his gang. He works and plays for the success of his patrol. He learns to be a citizen by loyalty and team play in the patrol. As the boy grows, his loyalties enlarge. At first he thinks of himself, his family, his gang; then his school, his church, his home town—beyond that his state, his political party, his country and, finally, all mankind.

The growth of these loyalties depends on the boy's learning sooner or later to play the game for the good of his gang or patrol. He must put himself in the background and push for his gang.

This is why inter-patrol activities, trust and confidence in boy leaders, patrol responsibility for programs, and good discipline, are important to you.

The Patrol method has always been the policy of the Boy Scouts of America, as outlined in the original Handbook for Scoutmasters. Many Scoutmasters have used the patrol method for years, and are today running their troops on this plan. The purpose of this booklet is to give added emphasis to the patrol method and a clear statement of how it is used.

A number of helpful suggestions on patrol activities are in preparation and will appear in subsequent booklets. Constructive criticisms and suggestions from the field, looking toward a revision of this text, will be greatly appreciated.

The kind of training you give your patrol leaders will make or break your troop. The Department of Education urges you to apply the ideas presented in this booklet with the hope that they will be helpful to you in training boys for leadership and service.

LORNE W. BARCLAY,
Formerly Director,
Department of Education.

CHAPTER I

THE PATROL IDEA

In a certain town there were three scout troops, each successful in its way. The scoutmasters, however, followed three different methods in the organization and management of their troops—three diverging trails. The right trail ends in the development of a good scout, educated in responsibility, trustworthiness, leadership, initiative, and resourcefulness—in short, a trained scout-citizen.

Troop No. 1 prided itself in its merit badge scouts. The scoutmaster was a biologist and his hobby was cramming facts into young minds. The majority of his boys had their sleeves well garnished with badges. Their heads were filled with technical information, such as the symptoms of apoplexy and sunstroke, the difference between scarlet oak and red oak, and recipes for hunter's stew. These badge-covered scouts missed the essential point of merit badge instruction—learning by doing. The scoutmaster conducted his troop as one large class. The patrols existed only as sub-divisions on the troop records; "Patrol leader" was merely an honorary title. Unfortunately, since all imagination, all initiative and all responsibility were thus restricted to the scoutmaster, the troop, when free from the scoutmaster's control, often degenerated into a disorganized mob.

Troop No. 2, whose scoutmaster had had military training, was the banner troop for exhibitions, drills, and parades. During troop meeting the proverbial pin drop could have been heard. These scouts drilled like clockwork. They were efficient in bandaging, signaling and other Scouting practices. They had their share of advanced badges. Patrols were kept to the full size of eight by being penalized when there were gaps in the ranks at drills. The scoutmaster planned all programs, conducted all meetings, issued all instructions, and gave all orders. In fact, the scoutmaster made all decisions requiring initiative or responsibility. The only thing he delegated to his patrol leaders was the enforcement of discipline; his boy leaders were not allowed to exercise independent responsibility. The troop was the dominant factor; the patrols had no more individuality than the squads in a company of infantry.

Troop No. 3 possessed something in addition to splendid troop spirit and loyalty, which neither Troop 1 nor Troop 2 had, an ideal of genuine trustworthiness, manifested on a patrol hike, or at a patrol meeting at which there were no adults. Each patrol did its own thinking and could be trusted to carry a job through to the end under its own leadership. Troop No. 3 operated under the patrol system; the patrol was a responsible, functioning unit. If you had visited a troop meeting you would have found the patrols, for part of the time, in separate corners of the room, each practising a different phase of scoutcraft. The scoutmaster kept himself in the background and offered only such wise stimulus, guidance, and supervision as were necessary for the best development of patrol efficiency and troop spirit.

The foregoing represents three types of troop organization and administration which prevail generally throughout the country. Many troops have elements of all three characteristics. Some have different characteristics.

Argument is not necessary to establish the value of the method described in Troop No. 3. With some men the operation on such a plan is an easy task. It is recognized that for many leaders to do so presents a real challenge to their ability. It is hoped that the presentation of the advantages of the Patrol Method in the following pages will inspire many scoutmasters to see the value of definitely planning, regardless of the labor, the thought, the effort involved, to organize and operate their troops on the Patrol Method. When this has been done, the increased satisfaction in what is actually accomplished, as well as the relief from responsibility of routine detail, will result in greater joy for those who are serving as scoutmasters in such troops.

Sir Robert S. S. Baden-Powell, founder of the Boy Scouts of Great Britain, says:

"Many Scoutmasters and others do not at first recognize the extraordinary value which they can get out of the patrol system. The 'patrol system' is putting your boys into permanent groups under the leadership of one of their number—the patrol leader. To get the best results you must give the leader real, free-handed responsibility. If you only give partial responsibility you will only get partial results.

"By thus using your leaders as officers you save yourself an infinite amount of troublesome detail work. The object, however, of the system is not so much to save trouble for the scoutmaster as to give responsibility to the boy—since this is the very best of all means of developing character.

"The group or gang is the natural unit among boys, whether for play or for mischief, and the boy with the most character among them generally comes to the top as leader. Apply this natural scheme to your own ends and it brings the best results. The scoutmaster gives the aim, and the several patrols vie with each other in attaining it, thus automatically raising their standard of keenness and efficiency all round."

Scouting Emphasizes Leadership Training:

Practically all boys' organizations have as their objective "character training for good citizenship." The Scout Movement has no monopoly. The one great feature, however, which the Boy Scout Movement emphasizes is the development of, not only men of good character, but *leaders of men*. Perhaps the greatest need of this country at the present moment, with all its untold resources and possibilities, is men who are able to lead and take the initiative. This is equally necessary in every walk of life. It is a good thing to realize that most men come under two classes: (1) *those who lead*; (2) *those who follow*.

Qualities of Leadership:

The quality of leadership is partly born in a person, but is also largely determined by training and development. The only time when leadership can be developed so that it really becomes part of the character of the individual, is during the Scout age, when the mind is in a plastic state which makes such training possible. It is rather like learning to ride a horse: the man who takes up riding late in life may learn to "stick on," but he is unlikely to become the accomplished horseman that he might have been had he been given the chance as a boy.

The Scout Way of Developing Leadership:

This training is carried out by giving to the boy, through the patrol system, opportunities for learning how to lead, by handling a small group, gang or patrol. But if we are to get results, this responsibility must be a real one, and not merely one on paper. A scoutmaster who does not make it his principal objective to use his patrol leaders, rather than himself, to put over what he wants done, is failing, and need not be surprised if the result is a failure, too. For a troop to be successful at Scouting, the boys must live, move and have their being in the patrol.

What the Patrol Is:

The Scout patrol may be defined as a small, permanent group of boys allied by similar interests, working together under the responsible leadership of one of its number—the patrol leader.

One, two, three, four or five patrols may form a troop, but the patrols are the working unit whenever practical, and the troop organization is designed to provide supervision, co-ordination, institutional loyalty and service. The patrols are made up of natural groups, rather than being arbitrarily divided into sections of eight. The patrol, wherever possible, becomes the unit for the study and practice of scoutcraft, for games and contests, for hikes and camps, for meetings, for good turns; in fact, for Scouting in all its various phases. This is made possible only when the Scoutmaster can place full confidence in the ability and experience of the patrol leaders concerned. Such confidence is based upon the amount of training the Scoutmaster has given his patrol leaders through continual guidance and inspiration.

It has been said that "*the patrol system is not one method in which Scouting for boys can be carried out, but that it is the only method.*" The patrol system may be adopted and utilized in a greater or lesser degree, but the essential thing is that there should be small permanent groups, each under responsible charge of a leading boy, and that such groups should be organized as scout patrols."

The Scout Patrol and the Gang:

"Of all present-day organizations for the improvement and the happiness of normal boyhood," wrote J. Adams Puffer in *The Boy and His Gang*, "the institution of the Boy Scouts is built at once on the soundest psychology and the shrewdest insight into boy nature.

The scout patrol is simply a boys' gang, systematized, overseen, affiliated with other like bodies, made efficient and interesting, as boys alone could never make it, and yet everywhere, from top to bottom, essentially a gang. Other organizations have adopted gang features. Others have built themselves around various gang elements. The boy scout patrol alone is the gang."

In its loosest form the gang is merely the group of boys living in a certain neighborhood who habitually play together after school or after work. The gang is apt to be unprejudiced and democratic. Boys living in close touch with each other form themselves into gangs, and the gang spirit is greatly strengthened when they share a common interest. Street gangs, although taking up from time to time various activities, usually have some particular objective in which they are primarily interested. This prime objective may be baseball, going on trips, or—in bad gangs—stealing. In Scouting, the patrol projects will be some special phase of the Scout program, such as hiking, swimming, merit badge work, first aid, nature collections, pioneering, etc. If this specialization is a spontaneous product of the boy group it is usually resultful. The patrol provides from within itself the stimulus which will spur its members on to advancement through the scout ranks. Most gangs have one leader, who takes his position naturally with little form or ceremony. The unpardonable offense is "squealing" or "snitching" on a fellow gang member. This gang loyalty and gang honor Scouting expands into the principles of the Scout Oath and Law.

The typical boys' gang, then, is no mere haphazard association. Accidents of various sorts—age, propinquity, likeness of interests—bring together a somewhat random group. Immediately the boys react on one another. One or more leaders come to the fore. The gang organizes itself, finds or makes its meeting-place, establishes its standards, begins to do things. It develops, in some sort, a collective mind, and acts as a unit to carry out complex schemes and activities which would hardly so much as enter the head of one boy alone. The gang is, in short, a little social organism, coherent, definite, efficient, with a life of its own which is beyond the sum of the lives of its several members.

Why Use the Patrol Method:

The patrol system has a three-fold value: by encouraging boy responsibility, it develops *leadership, ability*; by subdividing the work of the troop, it tends to *lessen the burden* on the scoutmaster and his assistants in routine details; and finally, by establishing the patrols as functioning units, it insures the *permanency of the troop* in an emergency such as the loss of a scoutmaster.

The only way to develop leadership in a boy is to give him a chance to exercise it. Scoutmasters who keep all control in their own hands are denying their scouts the benefit of this means of character building. Likewise, patrol leaders who never give the scouts under them opportunity to carry through some project on their own initiative, are equally mistaken.

Sir Robert Baden-Powell, in *Scoutmastership*, says: "*Once the scout understands what his honor is, and has, by his initiation, been put upon his honor, the scoutmaster must entirely trust him to do things. You must show him by your action that you consider him a responsible being. Give him charge of something, whether temporary or permanent, and expect him to carry out his charge faithfully. Don't keep trying to see how he does it. Let him do it in his own way, let him make a holler over it if need be, but in any case leave him alone and trust him to do his best.*"

The patrol method relieves the scoutmaster of many routine details. When the scoutmaster undertakes to direct personally the details of all the work of the troop and of the patrols, his job demands ceaseless attention. When he trains his patrol leaders to assume the greater part of this responsibility, he relieves himself of much of the detail work and reduces the demands on his own time. The scoutmaster who skilfully utilizes trained patrol leaders is not tied down to the details of first aid and signaling instruction and the like; he has time free to study, to formulate plans, to review reports, to keep the troop progressively advancing, and above all to make his influence toward higher character more effective through frequent personal contacts with individual boys.

The patrol method insures the permanency of the troop. The existence of all too many troops is absolutely dependent on the continuing activity of the scoutmaster. When patrol leaders are well trained in the responsibility of leadership, they will keep their patrols active and thus preserve the life of the troop even after a scoutmaster resigns or is rendered temporarily inactive.

The prime object of the patrol method is not to make the scoutmaster's task easier, but to make his work more effective; not to secure greater speed in scout advancement, but to develop capacity for leadership and team play.

CHAPTER II

TROOP ORGANIZATION

Starting a Troop:

1. *With only a small group of boys available.*

Fortunate is the Scoutmaster who finds himself with only a small group of boys available, as he will be able to devote his whole time to getting that individual touch and instruction with those boys which a large number would make impossible.

Sir Robert Baden-Powell was once asked why a troop should not exceed thirty-two members. His reply was that, as a young man, he found it impossible to get a personal touch and satisfactory results in sound training with more than sixteen fellows. He went on to say:

"Assuming that every other Scoutmaster is twice as capable as myself, it is best for a troop not to exceed thirty-two."

In a troop of only sixteen boys it is probably better to have three patrols of five boys each (the extra boy can serve as senior patrol leader), than two patrols of eight boys each, since the larger number of patrols gives greater opportunity for developing leadership—and it does not destroy healthy competition.

Even with a small troop, the Scoutmaster should begin by meeting only the patrol leaders and the assistant patrol leaders. He will form them into a patrol, and with himself as patrol leader, he will meet them one or two nights a week, train them up to second-class standard, and give them a working knowledge of the exact program which they will later on conduct with their own Scout patrols. Sufficient time should be given to this preliminary training to insure that the patrol leaders will be well in advance of their patrol members.

When the patrol leaders are fully equipped to assume their duties, the Scoutmaster will call a meeting of all the boys, and proceed to organize and conduct the troop according to the patrol method.

2. With a large group of boys.

The ideal way of forming a troop which is expected to serve a large group is to start with a few boys and go slowly. The wisdom of this will be seen in a year's time, when the smooth working of the troop will be largely due to the sound foundation that has been laid. Take, for example, an institution which has thirty or forty boys of Scout age, all anxious to become Scouts. If the Scoutmaster, in his zeal to get things going, forms four or five patrols out of this number and starts his whole troop straightway, he will be giving himself a burden greater than one man can bear, and will probably fail for the want of trained patrol leaders. The difference between the Scouting experience of the patrol leader and that of the other boys in such patrols will be so little that the boys will fail to look up to their patrol leader with proper respect. As a result, the responsibility will all fall upon the Scoutmaster—thus robbing the leaders of the very chance for which the patrol method was devised.

Here is a good practical method, which has been used time and again, which adapts itself readily to local conditions, and may prove a guide to a Scoutmaster new at the game. Let us assume, as an example, a church which has undertaken to form a troop of Scouts. The troop committee has nominated the Scoutmaster, who calls a special meeting of all the eligible boys in that church. He makes a gala night of it, using perhaps the church hall, introducing lots of games and stunts, not forgetting the "eats." Before the close of the meeting, when they are pretty well tired out physically, he gathers the boys around him for a story, and begins to tell them something about Scouting. This is a good place to bring in the troop committee, to get them interested in their boys, and the boys acquainted with them. If this part of the program is not too long drawn

and is well arranged to catch the interest of the boys, when the question is asked as to how many want to become Scouts, there will probably be a unanimous and enthusiastic show of hands. This is the time to explain the idea of the patrol, and the impossibility of running a troop properly until patrol leaders have been chosen and trained. It is a good idea to let the boys elect eight or nine possible leaders from among their number. One or two may be added by the Scoutmaster if he knows the boys pretty well and is familiar with their qualities for leadership.

Now comes the most critical period in the troop's history. The red-hot enthusiasm of the larger group of boys must be maintained while the chosen few are being trained and tried out to see if they are likely to make good leaders. Perhaps the best way is to arrange one night a week for all the boys to meet, to play games and have the same sort of good time that is provided for in a boys' club. Also the Scoutmaster should meet the special ten or twelve boys on another night of each week or, if possible, two nights a week and train them up to second-class standard. He should conduct the meetings as patrol meetings, with himself as patrol leader and the boys as Scouts, that they may get the actual method by which they will tackle their Scout patrols when they take charge. This preliminary training may take a period of two months, but at the end of that time certain boys showing marked qualities of leadership will stand out.

The Scoutmaster is now ready to hold a second "bumper" meeting, when he can tell the group what he has accomplished in training the leaders; the required number of patrol leaders may here be temporarily named. The assistant patrol leaders will naturally be chosen from the remainder of the group which has had special training. The boys should have as much choice as possible in selecting the patrol to which they will belong. The grouping is nearly always pretty even. Should there be a specially popular boy who attracts more than the number required in his patrol, a tactful suggestion on the part of the Scoutmaster can effectively secure a fairly even distribution. These groups become the future patrols of the troop and although they may be to a certain extent artificial in selection as long as the patrols are evenly balanced, with big and little boys in each, it is surprising how, from the very moment of formation a patrol spirit will develop.

Before they leave this meeting, the Scoutmaster gives the boys a chance to choose their own patrol animal, make up their own yell, and learn their patrol cry. He finishes the evening with a few inter-patrol contests, and a healthy rivalry springs up which will help to keep the troop on its toes during its settling-down period. Some valuable suggestions as to the running of these special meetings are set forth in the Handbook for Scoutmasters, so no further details need be given here.

Sunday School Troops:

More than half of the troops in the country are sponsored by churches. It is realized that the Scout movement supplements the religious education offered in the Sunday School. There is a certain esprit-de-corps in the Sunday School which the superintendents are rightly anxious should be maintained. Wherever possible, the classes, as they exist, may carry over as patrols, and so mean more in the Sunday School class and in the troop. If, however, the superintendent sees that the ages of the various classes differ so considerably as to make the patrols unbalanced, in order to create healthy competition between patrols in the troop, he will waive the idea of maintaining the class formation, and will allow them to be re-formed into more equal patrols, including boys of different ages. A patrol of older boys will very soon lose interest if comparisons are constantly being made between them and patrols of little boys; if all ages are represented in each patrol, the happy family feeling exists throughout the troop.

Reorganizing an Old Troop:

Sometimes a troop gets into a bad state for one reason or another and is not running on the patrol lines. If by chance you take over a troop of this sort, it is best to reorganize it, rather than patch it up. One suggestion which has worked is to hold a meeting of the whole troop, explain what you propose to do, and get them interested in the idea of making a fresh start. The troop should formally vote to reorganize. All the leaders and assistants are then asked to hand in their resignations. Then the troop elects fresh leaders, and makes up new patrols around them. Each boy has an opportunity to attach himself to the patrol leader he voted for. The patrol groups assemble around their leaders and look each other over, transfers being allowed to bring the boys into the patrols most congenial.

Successful reorganization requires more than a little ingenuity. The Scoutmaster must meet three requirements: (1) make sure that the boys are properly grouped, (2) elect the right leaders, (3) get the patrols to function.

Once the patrols have been firmly established and the leaders elected, definite responsibility must be thrown upon the patrols, first of all for the maintenance of order. The next thing is to charge the patrol leaders with the instruction of their scouts, devoting the greater part of the troop meeting to patrol meetings that this may be done. Train the leaders to carry responsibility and to conduct their patrols efficiently. Following this should come the formulation of some continuous inter-patrol competition, such as a series of contests between patrols in scoutcraft and games. Later on special patrol activities, under the direction of the trained patrol leaders, meetings, hikes, etc. should be encouraged.

CHAPTER III

THE PATROL ORGANIZATION

Wherever possible, boys should form their own patrols according to their own interests and desires, their own likes and dislikes, their own friendships and loyalties. A scoutmaster will usually find that the group of boys with whom he has to deal, though at first strangers to each other, will soon develop into a natural gang, if he gives them the opportunity.

Size of Patrol:

An important factor in the "ganginess" of the Scout patrol is its size. A patrol with less than eight members is not necessarily incomplete and inefficient. Six will work well. A patrol may even do efficient work with but four members. Usually a patrol with a thoroughly trained leader will grow naturally to seven or eight; but a patrol of eight should be regarded as a maximum but not necessarily ideal.

The patrol, then, may consist of any number between four and eight boys, including the patrol leader and his assistant. This number has many advantages: (1) it approximates the natural gang formation; (2) a boy can more effectively and easily handle them; (3) it gives a troop a number of patrols and therefore increases chances of leadership and chances for developing responsibility.

Membership:

The boys' own choice should be the major factor in patrol grouping. No boy should be obliged to join a patrol against his own wishes (although the Scoutmaster may occasionally, by a casual word of advice, eliminate a hindering prejudice or a petty objection), nor should he be obliged to stay in it if he has good reasons for wishing to change. Again, although the Scoutmaster may often advise with the patrol leader and his patrol concerning new recruits, the *admission of a new boy to the patrol should be with the approval of the patrol members.* One method is to accept the boy in the troop and assign him to a patrol. Better have him accepted by the patrol and recommended by it to the troop for membership. Many successful troops maintain a waiting list, from which new members are elected as vacancies occur in the troop.

Teaming in the Patrol:

In the interest of keen competition between well-balanced patrols, it is well to have the total number of years representing the combined ages of the boys in any one patrol about equal to the total number of years of any other patrol. This can be secured by having the oldest boys and the youngest boys in a troop teamed up in each patrol, that is, No. 1 will team with No. 8, No. 2 with No. 7, No. 3 with No. 6 and No. 4 with No. 5. No. 1, being the oldest boy in the troop, may be patrol leader and No. 8 will probably be the newest recruit;

No. 2 will probably be the assistant patrol leader and No. 7 the next newest recruit. This method of teaming also gives the new recruit the advantage of close association with the most experienced Scout in the patrol and greatly helps his progress in Scouting.

Patrol Headquarters:

One of the most valuable reinforcements of patrol consciousness is a definite patrol headquarters. Just as the boys' gang always has a special meeting place which it jealously defends against all comers, the Scout patrol should have at least a corner of the troop meeting place to call its own. The average troop is lucky to have one room of its own, in which case the patrols usually have a corner for their private use. The patrol corners should be individualized as much as possible by decoration with flags, pictures, knot-boards, trophies and the like, and by appropriate names, such as "The Lion's Den," "The Wolves' Cave," "The Eagles' Nest." Make these corners real homes to their respective patrols. Look back on your own boyhood days, when you and your buddy discovered an unused cellar, or a broken-down barn, or a hole in the ground which no one else seemed to know about, and which you used as your private den.

Boys at the gang age get together wherever possible. Most gangs meet at least once a day. During the larger part of the year boys prefer the out-of-doors. Usually the gang has some sort of headquarters. In the city this is often only a meeting place on a street corner, but many gangs have dens, cabins, shacks, or clubrooms. Do not neglect this home instinct in the boy by moving the patrols from one corner to another. Rather give each patrol its permanent corner. It is surprising what a home it will become to the boys if you allow them to accumulate photos, records, and property, which belong to the patrol, and which will become a mirror of the tone and thoughts of that group of boys. A great deal can be fitted into a little wall space.

The Patrol Sign, Animal or Totem:

The patrol sign or totem (animal, bird or reptile) is one of the means by which the patrol spirit is stimulated. Instead of being merely a boy, the new Scout now becomes an Elephant or a Crocodile. He begins by learning his patrol call. He must make it sufficiently audible to be heard and recognized fifty yards away in a woods. The patrol call is for use and should be used as often as possible. The idea is that a Wolf is telling a lie if he pretends to be a Lamb, and a Scout's honor is to be trusted even though he be a Fox. After learning the call of his patrol the new Scout will learn the habits of his patrol animal or patrol bird. He will also learn how to sign his name, which necessitates his being able to draw a picture of his patrol totem. This is only an elementary way of realizing the patrol spirit but in Scouting tiny things should never be ignored. It is also desirable to have the patrols carve or saw from wood a likeness of their totem to be placed on a staff at the approach to patrol headquarters.

Patrol Permanency:

Once a boy has qualified as a Scout and is admitted to a patrol, he will normally remain a member of that patrol until he is promoted to a higher position.

connection with Scouting, unless he develops some cogent reason for a change. In a troop in which the boys are shuffled together at frequent intervals and dealt out into new patrols according to the whim of the Scoutmaster, there obviously can be little opportunity for the development of patrol morale and patrol traditions. Patrol activities are the most effective means of intensifying patrol vitality and permanency. Many of the Scout activities, such as games, contests, and good turns are better done with the patrol as the unit than by individual Scouts or by the troop as a whole.

Scout Spirit in the Patrol:

Scout morale and discipline are based on the idea that *when a boy becomes a Scout he assumes distinctive obligations and acquires definite privileges*. The Scout Oath and the Scout Law define the distinctive obligations of the Scout. Scouting has not eliminated the gang; it has capitalized the gang.

One of the most significant characteristics of the gang is its esprit de corps, its morale. The loyalty of its members is essential to the gang's existence. In street gangs this loyalty is all too often used to cloak undesirable acts. In Scout patrols, the spirit of loyalty innate in the boy, if properly guided, acts as a powerful reinforcement to the Scout Oath and Law. The training of patrol leaders must be organized with this in mind.

When your boys begin to think and to say, "*Our patrol doesn't do that kind of thing*," your battle is more than half won. *Group opinion* among the boys in the patrol is one of the most potent factors in determining conduct. A Scoutmaster at best sees his boys but a few hours each week. The boys, on the other hand, are meeting each other all through the week in school and at play, and are influencing each other for good or evil. It is for this reason that the Scout ideal, developed in the patrol, may be even more effective than the personal influence of the Scoutmaster in shaping the character habits of the boys.

In some very successful patrols, two or three of the older members attach themselves to the new recruit, and spend a great deal of time with him, to help him both by suggestion and example to bring his daily conduct up to the standard of a good Scout. Frequent conferences with the Scoutmaster will be helpful in dealing with unusually "knotty" problems.

CHAPTER IV

THE PATROL LEADER AND HIS TRAINING

The Patrol Leader and His Duties:

In a troop working correctly under the patrol system, the patrol leader should shoulder much of the responsibility for the members of his patrol. He helps to make the plans and furnishes inspiration to secure their execution, gives much of the instruction himself, and conducts the patrol examinations. He provides for patrol activities—good turns, special stunts. He looks after the routine

business of the patrol records, attendance, dues and the like. He deputizes the leadership of special activities to other boys. Above all, by example and by personal influence, he establishes the morale of the patrol on such a plane that by its influence the Scout Oath and Law will be realized in action and the necessity for discipline will be minimized. In all these things the best results will be attained if the patrol leader realizes that the responsibility is largely his own to work to a successful achievement.

The Assistant Patrol Leader and His Duties:

The selection of his assistant is the direct responsibility of the patrol leader. Obviously he will be able to work better with a boy congenial to him. The patrol leader should be instructed, however, to pick his assistant not because of personal friendship, but on the basis of all-round ability, leadership qualities, and acceptability to the patrol. He should further definitely assume the job of training his assistant so that the latter may himself qualify in time as a patrol leader.

A frequent and usually successful arrangement is for the leader and the assistant each to assume particular supervision of one-half of the patrol's membership. Often the leader will assign a special phase of the work to his assistant, perhaps the keeping of the patrol records or the instruction in some phase of scoutcraft.

The Senior Patrol Leader and His Duties:

The office of the Senior patrol leader is now officially recognized. He must be a first-class Scout and should be chosen for strong character qualifications, proficiency in Scouting and marked ability in leadership.

When the troop consists of one or two patrols, no Senior patrol leader is needed. For troops of more than two patrols, the Senior patrol leader serves as a troop officer, not attached to a patrol, and should be selected by the troop with the approval of the Scoutmaster.

The Senior patrol leader helps with the instruction, and the conduct of troop and patrol hikes and camps. He performs such administrative and executive duties as are assigned to him by his Scoutmaster, which usually include troop formation, gathering reports from patrol leaders and the distribution of information to them. He ranks in the troop next to the assistant Scoutmaster.

Special Privileges of Patrol Leaders:

It is sometimes difficult for the patrol leader to maintain the leadership, which he should gradually develop if he is to be respected. He should have access at all times to the Scoutmaster, to discuss his problems. One way of making his job easier is to give him certain privileges, which all members of the troop do not share. For instance: (1) he attends the Patrol Leaders' Council; (2) he has access to the Scoutmaster's library of Scouting books, to give him a chance of working up new ideas of his own; (3) if it is possible, have a patrol leaders' den, so much the better.

Desirable Qualities of the Patrol Leader:

1. *Personality.* A patrol leader should have initiative and contagious enthusiasm.

The knack of leadership can be developed. Many boys, timid because of lack of experience, have difficulty in getting others to follow their lead. The wise Scoutmaster will see that such boys are placed in temporary leadership positions, leaders of a hike, chairman of a committee, team-captains in a game, instructors in some phase of scoutcraft.

2. *Physique.* Boys respect athletic prowess and physical courage. It means more to them than "A's" in Algebra. The successful patrol leader will be an "all-round" boy, interested in sports, even though he may not excel.

3. *Advancement.* The patrol leader should have the brains and the push to set the pace in passing the Scout requirements. If he is out-distanced by his subordinates, he will be in grave danger of losing their respect. Certainly a patrol leader should be a first-class Scout. In some localities a patrol leader is regarded as temporary until he qualifies as a first-class Scout. The boys themselves will usually see the wisdom of this.

A new troop may start with tenderfoot patrol leaders, but they should be developed to second-class and first-class Scouts as soon as is consistent with thorough work.

4. *Common Sense.* A patrol leader should know the time and place for games, and when to be serious. He should set a proper example to the others, without being "preachy." Boys admire the quality of self-control even when they do not possess it themselves.

Selection of a Patrol Leader:

Under the ideal patrol system, the only way for the patrol leader to be selected is by the expressed wishes of the patrol he is to lead. *When a new patrol is being formed, the election should be temporary, as no group of boys can be sure of selecting a good leader without trial.*

Some Scoutmasters make it a point to talk to the patrol on the qualifications of a good leader before the vote is taken.

Once the patrol members have selected their leader, the Scoutmaster should not over-ride their choice, except in the most serious emergency, in which case he exercises his power of veto. A patrol may even suffer for a short while the handicap of an unwisely chosen leader and thus learn by its own mistakes. Many successful Scoutmasters advocate keeping the boys best fitted to be patrol leaders in office as long as possible. Under this system the other boys should be given opportunity to exercise leadership in special activities, instruction, contests, hikes, etc. A good patrol leader may be kept in office so long as he gets results.

Training Patrol Leaders:

The matter of *training boy leaders* is not something that needs to be done only once, and for a selected few, but is rather a *continuing*

process that must give every boy in the troop opportunity to develop himself. Every Scout should have some experience in leadership. Certain types of boys—vigorous physically, full of “pep”—come forward as “natural leaders.” Yet a “natural leader” may be shallow in intelligence and weak in moral fibre, while another lad, sounder mentally and morally, but less forward and pushing, may have latent within him the higher qualities of leadership.

Primarily the training of patrol leaders is the function of the Scoutmaster. This is one of his biggest jobs, and it should never be considered as completed so long as the troop exists. Boys are continually growing and developing. The Scoutmaster's opportunity is to help them grow into a fine type of leaders. One boy may need restraint; another, encouragement; all need guidance.

The Scoutmaster's system of training his patrol leaders operates in a number of ways to help these leaders develop themselves.

(1) First of all, the Scoutmaster must make clear to the patrol leaders the extent of their responsibilities and explain the principles of patrol leadership, and the significance of the Scout Oath and Law.

(2) He should help his leaders to become first-class Scouts.

(3) He should encourage them to read and study everything they can get hold of that will help them with their patrols.

(4) He should urge them to visit other troops and to observe the methods of successful leaders.

(5) He can have discussions, criticisms, suggestions and conferences with his leaders on the handling of patrol problems. This is best done in the Patrol Leaders' Council.

The Patrol Leaders' Council and Its Functions:

The foundation on which the troop's future is to rest should be laid by the Scoutmaster in the *Patrol Leaders' Council*. The Scoutmaster should look upon himself rather in the light of the medicine-man, instead of the commanding officer. The more responsibility assumed by his patrol leaders, the better. A Patrol Leaders' Council usually consists of a Scoutmaster as chairman, assistant Scoutmasters, Senior patrol leader, patrol leaders and scribe. The Scoutmaster talks less than anyone else, but keeps the discussions to the point, and encourages those who are slow of speech to express their ideas. It should be made clear that although the Scoutmaster will not have a vote, since he looks to his patrol leaders to decide what is going to happen in the troop, he does reserve the right to veto. His age and experience justify his having the final decision on matters in which difference of opinion might not be to the best interests of the troop. If, however, it is understood that a Scoutmaster has the right to veto he will probably never have to use it.

Some troops allow the assistant patrol leaders to be present at this council, to give them a chance of learning their responsibilities. Although they are allowed to take part in the discussions, they do not vote. The patrol's interests are fully represented by the patrol leader.

It is a good thing to have a troop Scribe; preferably some one who is not a patrol leader. An older boy who will appreciate the appointment. The Scribe does not vote.

The Patrol Leaders' Council has at least four distinct functions:

- (1) *It lays out the troop program.* The Patrol Leaders' Council should meet weekly to discuss everything that happens in the life of the troop. Short sessions may be held after the regular troop meeting. Much more can be accomplished on a separate night when the full evening is given to this work. Every Scoutmaster knows what a trial it is to keep up the interest of the troop when he has to rely solely upon his own ideas. In the Patrol Leaders' Council, the members make it their business to produce new suggestions and new enthusiasm, so making the work of the Scoutmaster a comparatively easy matter. Many troops have a special Patrol Leaders' Council at the beginning of the winter and at the beginning of the summer, when an outline of the work for the next six months is discussed. For example, in planning the winter program, such things as these may be considered:—the passing of second-class requirements by every Scout in the troop; troop entertainment; Christmas "good turns" by patrols; special winter merit badge activities; overnight camps for older Scouts. This general scheme forms the foundation upon which the Patrol Leaders' Council works week by week. It is not a wise thing to go into details too long beforehand. Three weeks is probably quite far enough in advance, as the mood of the troop and their enthusiasm for one thing or another must be considered. There is no good in forcing a thing at a time when it does not find favor; after an interval, that same thing may become the most popular thing to do.

- (2) *The Patrol Leaders' Council provides an excellent means for training patrol leaders.*

Easily the best practical way of getting the patrol leaders trained is for the Scoutmaster to form a little training patrol of his own in the *Patrol Leaders' Council*, where the patrol leaders and assistant patrol leaders act as Scouts, and the Scoutmaster serves as patrol leader. If the Scoutmaster can meet his boys only once a week, part of the evening should be devoted to this training of patrol leaders after the troop has been dismissed. Here the Scoutmaster with his patrol goes through the very process which the patrol leaders are to use with their own patrols at the next troop meeting.

It is a difficult thing for a Scoutmaster to put himself in the background, and see his most cherished discoveries and stunts monopolized by patrol leaders. But if he thinks for a moment, he will realize that scouting is not a vaudeville show where he is the star, but rather a chance for the boys to exercise leadership. Scouts are snapshooting the Scoutmaster at every turn and his very gestures will be copied by his leaders. If the Scoutmaster wants to see himself in a looking glass, he should watch the way the Scouts tackle their patrols after he has handled them. It is comforting for a Scoutmaster to know that he need not worry about trying to train 32 boys; if he will merely take 6 or 8 and give them the training, they in turn will pass it on.

- (3) *The Patrol Leaders' Council is the administrative body of the troop.* It handles the business of the troop. It also functions as a troop court. Occasionally a Scout will break one of the troop regulations. Instead of taking action himself, it is a wise course for the

Scoutmaster to make use of the Patrol Leaders' Council to deal with the matter. Boys will take criticism, and even punishment, from their fellows which they would resent from a man. Besides, it is wonderful education for the patrol leaders to feel that upon them rests the maintenance of the tone and morale of the troop. Of course, the proceedings of such a court should be of a confidential nature, and only the patrol leaders will be present. The best method of procedure, perhaps, is for the Scoutmaster to take the part of the judge, and the patrol leaders that of the jury. They will decide from the evidence whether the Scout who is brought up is innocent or guilty of a breach of conduct. It is best to let the Scoutmaster deal with the penalty. In serious cases, he consults the Troop Committee. Very often a word spoken by the Scoutmaster, or a privilege withdrawn in the beginning will prevent any infringement serious enough to require these drastic measures. Certainly the Scoutmaster should consider it a weakness on his part to have to recommend that the Troop Committee expel a boy from the troop, except in some very extreme cases, for it shows that he is unable to help the very boy who most requires aid.

The Patrol Leaders' Council will also pass on all recommendations for honorable discharges and transfers.

(4) *The Patrol Leaders' Council provides a most valuable club life.* This is of special significance to the older boy and keeps alive his interest in Scouting. He is no longer classed among the small boys. He is a leader in close association with adult leaders, sharing their responsibilities. Sometimes the patrol leaders form a patrol of their own. It is a splendid scheme to tie in the older Scouts as leaders and special instructors to train younger boys in the troop.

The Patrol Leaders' Council Log:

The minutes of the Patrol Leaders' Council should be carefully recorded by the troop scribe, as it will help a new Scoutmaster to pick up the threads of his new appointment if he can look back and see what has happened in the past. Such a Log also forms one of the most valuable and interesting histories. Then again the formal procedure of conducting the Patrol Leaders' Council in proper parliamentary fashion, having definite minutes, resolutions, rules of order, teaches the boy correct methods in what will perhaps become part of his life work.

Sympathetic Guidance of Patrol Leaders:

Wise supervision is an important factor in maintaining effective leaders. The basic principles of supervising leaders for training purposes are:

- (1) A real *knowledge* of each leader's task. A knowledge sufficient to make intelligent conference possible.
- (2) Personal *comradeship*. An intimate friendship with every leader which develops genuine mutual regard and confidence.
- (3) *Non-interference* as far as possible. Let your leaders work out their own problems; be ready to give wise guidance when

seek it. But remember that unwarranted, ill advised interference kills leadership.

(4) *Constant watchfulness.* Keep eye and brain busy while leaders are working in your presence. Make mental or penciled notes of matters requiring later attention.

(5) *Patient sympathy.* Remember, these leaders are "learning by doing." Mistakes, some of them serious, are bound to be made. Be ready with helpful suggestions and a kindly and friendly spirit to urge the boys to try again.

(6) *Check-up.* Out of your study of each situation, subject each leader to a genuine appraisal as to the actual worth of his work. Don't fool yourself or him. An unprejudiced estimate is the only thing of value.

(7) *Coaching.* On the basis of your observation of methods used and your check-up on results attained, get the ear of each leader alone and put him through a course of constructive criticism. Coach him always on the side lines.

(8) *Approval.* Commendation which is justified and not overdone is an absolute necessity. Occasionally make such statements of approval publicly before the interested group. They like it, and so does the leader. Make it short, free from soft soap, genuine.

(9) *Removal.* If, after a leader has received every wise assistance and opportunity, he does not make good, removal by the Scoutmaster must not be delayed.

CHAPTER V

PATROL ACTIVITIES

Instruction in Scoutcraft and advancement through the Scout ranks under the patrol method are largely the responsibility of the patrol leader. He should set an example by his own attainment and should organize the patrol work so that each boy is helped to learn scoutcraft and to pass the Scout tests. He will try to make each member realize that the reputation of the patrol depends on the labor and achievement of each Scout. The work of the patrol leader is not so much to teach his Scouts, *but to see that they have the opportunity to learn.*

The patrol leader is largely responsible for Scout instruction, but this does not, of course, mean that he must give it all himself. He may frequently call on the Scoutmaster for assistance; he should utilize the special knowledge of other members of the patrol; he can sometimes bring in boy experts from other patrols; he may occasionally, with the help of the Scoutmaster, secure specialists, boys or adults, from outside the troop organization, or from the troop committee. The patrol leader's responsibility is to keep things happening with as much variety and interest as possible—so that his boys will be led on to advancement.

Auto-Education:

Modern educators are agreed that the most lasting and worth-while education is that which the individual gets for himself. If the first-class Scout badge is to have a vital meaning to a boy, he must qualify as the result of his own active efforts, not by sitting while being "crammed" to pass the tests.

The Patrol at Troop Meetings:

At least half of every troop meeting should be given over to patrol activities. If, during the major part of the weekly troop meeting, the members of the various patrols are mixed together in games, in instruction classes, in drill squads, and the like, then the patrol system is, in effect, throttled in its cradle. If, on the other hand, the troop divides into patrols to take attendance and dues, for the instruction period, for games and contests, the patrol system soon becomes very much alive. In some troops, especially those in rural communities where the membership is widely scattered, the troop meets as a whole but once or twice a month, and all scout work during the intervening period is conducted through patrol meetings and hikes. Except in a new troop, tenderfoot work should not occupy any of the time of these patrol instruction periods, unless occasionally by way of review. The training of recruits should be done outside the meeting by individual boys (First Class Test No. 12) or by the patrol leader or his assistant. In most troops the second-class and first-class requirements will form the chief content of this instruction.

During this patrol instruction period the Scoutmaster and his assistants can be interviewing individual boys who have problems to be solved or tests to pass, or they can be circulating from patrol to patrol, giving such assistance as may be requested.

Patrols on Troop Hikes:

The out-of-doors is the best place for the development of patrol fellowship. The inter-dependence of a group of boys out in the woods and away from home should result in an intensified patrol spirit. The hike also furnishes the best occasion for the practice of many Scout activities. The unity of the patrol should be respected in the course of a troop hike just as much as during a troop indoor meeting. Adult supervision is deemed essential on troop hikes.

Patrol Meetings:

When we speak of patrol meetings, we mean a gathering of the gang for specific Scout purposes. Patrol meetings should be, as a rule, neither special affairs nor business meetings, but should have definite programs aimed at Scout advancement. The Scoutmaster should be advised when and where patrol meetings are being held.

In the spring and summer patrol meetings should be held in the open. When colder weather comes, the boys will need an indoor meeting place. In cities, the homes of the Scouts often are the only meeting places available. It will be found that parents attend patrol meetings more readily if it is made clear that "cats" are expected.

The time and frequency of patrol meetings will be governed largely by circumstances. For younger boys the afternoon, for older lads the evening is preferred. As to frequency, this will vary from daily get-togethers to meetings held so infrequently as to become unusual events. Except when the boys have extraordinary demands on their time from school work and home work, patrol leaders should hold weekly patrol meetings in addition to the troop meetings.

The Scoutmaster should attend patrol meetings only occasionally, and at all times will leave the conduct of the meeting in the hands of the leader. Some of the meetings necessarily will be devoted to special business—making plans for a hike, working on a trek cart, or other patrol projects, discussing a proposed program for the year, welcoming a new recruit, planning a patrol good turn. Occasional meetings will be just good times designed to build patrol morale, a songfest, an evening of games and the like. But the majority of the patrol meetings—if they are to be resultful—must be focussed on scoutcraft and recreation—quizzes on first-aid, preparation for inter-patrol contest bandaging, carrying the injured, and games of all sorts. When the boys get off by themselves in patrol groups to study the Scout tests, they usually make much better progress than when the only instruction they receive is that given by the Scoutmaster at the weekly troop meeting.

Patrol Hikes:

The Boy Scout scheme is peculiarly adapted to train boys to take care of themselves and to respect the rights of others. Indeed, it should go further, and develop in them an ability to help to take care of others. This and other qualities of leadership are best developed through experience rather than mere instruction. The Scoutmaster who accomplishes most with his boys is keen to take advantage of every opportunity to have the ideals of Scouting translated into habitual action. This makes it necessary for him to plan for opportunities where the Scouts in his troop may be given responsibility, and trusted on their honor to meet the responsibility. One test of the Scoutmaster's leadership should be the degree to which he has been successful in having the Scout Oath and Law actually effective in the life of each member of his troop at all times, and not merely when he is under the personal observation of the Scoutmaster. The emphasis is here placed on *trained* leadership rather than *adult* leadership.

Obviously it is dangerous to permit a group of raw recruits to wander off into the woods without adult guidance. From sheer ignorance they are almost certain to get into some kind of trouble. It is always desirable for an adult to be with such boys. However, after boys have learned to take care of themselves, to respect growing green trees, to avoid unnecessary danger, to be courteous, and in all ways to conduct themselves as Scouts, opportunity for them to go on their hikes under the leadership of a trained and responsible patrol leader should be very definitely provided as a necessary part of ensuring the full development

of those qualities which reflect credit to Scout training and leadership. The Scoutmaster must be sure that his patrol leaders are sufficiently experienced to handle patrols on the hike. All plans for patrol hikes should be discussed in the Patrol Leaders' Council, and in each instance be definitely approved by the Scoutmaster. He must ever be conscious of the fact that his is the ultimate responsibility, and he must give such coaching as will make it safe for him to delegate a share of his duties to the patrol leader. Indeed, this in itself can be made an incentive for the Scout to qualify as a patrol leader deserving the responsibility of conducting a patrol hike.

As to the technique of patrol hikes, equipment, food, etc., the patrol leader should be directed to the helpful suggestions found in the "Handbook for Scoutmasters," Chapter IV.

As to program: this should include the activities of camping and scoutcraft, such as fire lighting, cooking, tracking, signaling, using knife and hatchet, exploring, mapping, judging, nature study, games. In the development of interesting programs for his patrol hikes, the leader has a chance to exercise his initiative and responsibility and to train himself under the supervision of his Scoutmaster.

Frequently it will be desirable to have the patrols start out on separate hikes and to meet the Scoutmaster at an agreed place later in the day. This method is particularly useful in troops in which the all-day Saturday hikes are handicapped by the Scoutmaster's having to work in the morning.

Under the direction of patrol leaders who are well qualified and can measure up to the standard herein outlined, and with the approval of the Scoutmaster, well-organized patrols may conduct patrol hikes and overnight camps. In such cases the Scoutmaster should expect the patrol leader to have:

1. *His first-class Scout Badge.*
2. *Previous experience on overnight hikes in company with the Scoutmaster or Assistant Scoutmaster.*
3. *The approval of his Scoutmaster on his provision list, equipment, plans and objective.*
4. *A reasonable familiarity with the country to be covered and the camping site to be visited.*
5. *At least three months' experience as a successful patrol leader.*
6. *Experience of at least one week in a standard Boy Scout camp.*
7. *It is desirable, though not required, that the patrol leader hold the Merit Badge on Camping.*
8. *The permission of the property owner to make camp.*
9. *Written consent of the parents of each boy.*

Patrol Good Turns:

A very fruitful means for stimulating the regular performance of individual good turns is the patrol and troop good turn. Patrol leaders should be encouraged to guide the thoughts of the patrol along these lines. The kinds of services that may

troop as a whole are suggested in Chapter VIII of the Handbook of Scoutmasters. Many such good turns may be undertaken equally well by a single patrol. Patrols have strengthened their loyalty to the unselfish ideals of Scouting by the assumption of a definite and continuous job of helpfulness, caring for a war orphan, an old cripple, a blind person; directing traffic at a school corner; keeping vacant lots in a given section properly cleaned; helping to train a newly organized troop. Many are the sorts of good turns that may be done by patrols, either as a regular thing or as occasion arises. Patrols meeting in churches and schools can often give very practical help to their supporting institutions.

Patrol Specialization:

Patrol specialization may take one of two forms: either all the members of the patrol agree to concentrate on one particular activity or project, such as first aid, craftsmanship, or nature study; or the patrol is organized as a team of experts, each boy specializing on a different activity or phase of the patrol work. Each patrol will decide for itself by common consent which method it will follow.

The first kind of specialization has official recognition in the First Aid and Signaling Units, concerning which pamphlets are published by the National Council. There are a number of other activities in which a patrol may specialize. A group of good swimmers may practise and train themselves as a life-saving corps. A patrol interested in nature may work together to form a collection of leaves, of moths and butterflies, or of rock specimens. Boys inclined toward craftsmanship may concentrate on the building of models. Sometimes a patrol will take pride in its record of long hikes.

The second specialized type of patrol organization is described in "The Pine Tree Patrol," by J. A. Wilder, published by the Boy Scouts of America. This pamphlet details highly developed organization within the patrol, allotting special duties to each boy. The "Pine Tree System" offers an interesting program of trek-cart and other activities especially attractive to older boys. The patrol leader can assign to each boy in the patrol, even to the new tenderfoot, some particular phase of Scoutcraft in which to prepare himself.

Weekly Patrol Reports:

At the Patrol Leaders' Council each patrol leader should hand in a weekly report of his patrol, covering all points of interest—such as: what the patrol has done, amount of dues collected, absentees points gained in contests, etc., etc.; these may be entered up and kept for future reference. It has a very stimulating effect to have the formal report handed in each week.

Temperature Charts:

A record which can be kept by each patrol is sometimes called a "temperature chart," for it looks exactly like one, with temperature lines running across it at a suitable interval. The patrol awarded each week in the inter-patrol contest are

recorded by means of a graph on this chart, and if the patrol gets below the normal line, something is wrong. In fact, if the patrol keeps below the normal line for a certain number of weeks, the patrol leader should send in his resignation. This chart is a proof that his leadership is not what it should be.

Attendance and Dues:

In more than a few troops the mere routine of calling the roll and collecting the dues eats a sizable hole in the limited time of the troop meeting. These necessary evils may be minimized if they are handled on a patrol basis. The simplest method is to train the patrol leaders to hand in to the scribe, either when the troop is first called to order or at the end of the meeting, lists of the boys present, with the amount of dues paid following the names. The scribe can then enter the data in his records at his leisure. It is a good plan to have a member of the troop committee serve as a treasurer and the scribe serve as assistant treasurer, turning over the funds to the treasurer each week.

Other Records:

In some troops—especially when a credit system is in operation—there are other records which may also be best handled through the patrol leader. For instance, the leader may note after the name of each boy the number of good turn reports and the tests during the week. One of the most serious hindrances to the use of a credit system, an invaluable stimulus to patrol and troop efficiency, lies in the bother of keeping the records. When the patrol leaders are trained to take over their share of this detail work, the Scoutmaster's task is made easier.

Patrol Property:

The patrol flag and all other patrol property should be in the keeping of the patrol leader, although when the patrol has a definite headquarters it may be left there. He may, however, delegate "the keeping" to another boy in the patrol. A good project for the patrol to undertake is the making of a chest or property box in which the patrol equipment may be kept under lock and key.

Keeping Order at Troop Meetings:

In most Scout troops serious problems of discipline seldom arise. First of all, it must be remembered that boys rarely become restless and disorderly when they have a varied and interesting program of activities. Troop and patrol meeting programs that move with snap and vigor from roll-call through drill, instructions, games to a brief but effective closing ceremony provide little opportunity for the development of disorder.

Under the patrol system the responsibility for the keeping of order rests entirely upon the patrol, and especially upon the patrol leader. The Scoutmaster will advise with the patrol leader.

correct him privately when he makes mistakes, and, above all, back him up in his decisions, at least while in the presence of the patrol.

While the patrol leader is the responsible member who makes most of the decisions, in problems of discipline, as in the making of plans, he must be careful not to outrage the "group opinion" of his patrol. Indeed, some patrol leaders have been successful in getting their patrols to draw up and formally adopt a "code," with various penalties allotted to various offenses against the order and well-being of the group. When patrol loyalty thus reinforces the patrol leader, the problem of discipline is minimized.

Loss of Privileges:

The most satisfactory way for the patrol leader to impress a boy with his error in failing to conduct himself as a Scout, is to recommend that the Scoutmaster suspend him from all or part of the troop activities for a longer or shorter period. The offending boy must be made to understand that the loss of privilege is not a penalty arbitrarily imposed by his patrol leader, but rather the direct result of his own act in violation of rules previously drawn up and adopted by the patrol. In cases where the boy is repeatedly guilty of minor infractions of Scout rules, the patrol leader and the Scoutmaster can do a great deal through personal talks with the boy. Neither the patrol leader nor the Scoutmaster should be unduly lenient because of a desire to hold in scouting a boy greatly needing character training. The guiding principle must be the greatest good of the greatest number. Indeed, for the individual culprit nothing is more unfortunate than for him to acquire the idea that he can "get away with it."

CHAPTER VI

INTER-PATROL ACTIVITIES

The relations between the patrols should be characterized by approximately equal divisions of cooperation and competition. It is important for the unity and strength of the troop that the patrol cooperate readily and effectively. It is essential to the development of patrol morale that there be between the patrols *continued friendly competition*.

The Scout program of tests, ranks and badges provides adequate reward for individual achievement. Of equal importance is the encouragement and recognition of patrol accomplishment. This can be done only through the troop organization, the Scoutmaster should provide opportunities for the patrols to engage in group projects and have things in which they can take pride. Group projects have more value than individual achievement in training for good turns and patrol good turns are group value in character training.

Inter-Patrol Games and Contests:

A splendid assembly of suggestions for patrol games and contests will be found in Chapter III of the Handbook for Scoutmasters. All kinds of Scout games and contests should be conducted on the patrol basis as far as possible. One patrol may win supremacy in first-aid contests. Another may have the best team of hand-wrestlers. A third may specialize in signaling or in wall-scaling. In this way each patrol has an opportunity to have its own specialty, its own championship to be proud of. Programs should be so arranged that every troop meeting and every hike provides opportunity for one patrol to measure itself against another.

A troop, in order to keep healthy, must have competition; but there is a vast difference between healthy competition and unhealthy rivalry. It is sufficient only to mention this to put the Scoutmaster on his guard. Healthy competition is the very salt of troop life, and many activities can be put over in this way, while otherwise they might be impossible.

The simplest inter-patrol competition is where everything counts—the Scoutmaster acting as judge. He may spring something on the troop unexpectedly, and give out that the result of an inter-patrol game will count towards the contest—while at another time it may not. For instance, if he sees that the troop is slack about rallying, when the troop call is given, he may suddenly assemble them and give four points to the first patrol, three to the second, two to the third and one to the last. After he has done this once or twice, the patrols will answer immediately to the assembling call of the troop, because they don't know whether it will count towards patrol efficiency or not. The uncertainty adds to the excitement. Some inter-patrol contests last a month, but this is a short time. It is far better to have it lasting three to six months, as it gives a chance for a patrol to pick up, if it gets a little behind.

Another case where points for inter-patrol contests may well be given is in inter-patrol camping contests, where patrols will camp under their own arrangements—points being given for the selection of camp sites, the sort of camp cooking fires they make, the program they have worked out, etc.

Point Competition:

The only justification for the use of a point system is for the recognition of patrol achievement.

Of course, in the process of making for the glory of his patrol the boy also advances himself; consequently a patrol point contest is an indirect but effective stimulus to individual achievement.

So many Scoutmasters have found continuous competition between the patrols on a point basis valuable that it might be considered an essential feature of a successful troop. If your troop has never had such a contest, try it at least for a few months.

The usual point contest is based on some such schedule as the following:

Individual Points

Attendance (on time) troop or patrol meeting.....	1 point
Dues (on time)	1 point
Attendance troop or patrol hike	2 points
Wearing uniform	1 point
Daily good turn report for week	4 points
Church attendance	4 points
Each test passed	2 points
Each merit badge	5 points
Each recruit	5 points
Special achievement or service	1 to 10 points
Scout conduct and spirit	5 points

Patrol Points

Winning game or contest	5 points
Patrol hike or meeting with 50% or more attendance.....	10 points
Patrol good turn	10 points
Highest total individual points for a patrol.....	15 points
Patrol Scout conduct and spirit	5 points

The above schedule may be modified in a thousand variations. A variety of additional points may be added, but the fundamentals are attendance, passing tests, and service and outdoor activities. These will always constitute the backbone of the point system. As a rule, the simpler system is the better.

A different and perhaps easier method is the "points for everything" competition. If there are four patrols in a troop, they receive respectively four, three, two or one points, according to their rank in every subject of competition. Percentage of attendance at meetings and hikes, total number of tests passed in a week, patrol good turns, success in games and contests, neatness on inspection, good order during meetings—for all such activities the patrols are judged by the Scoutmaster, and points are awarded according to their respective merits.

Experience has definitely shown that it is unwise to include any demerits or penalties in a point contest of this kind. It is agreed that a positive stimulus is much better than a negative threat or punishment.

As to good turns, care must be taken not to place boys in situations which tempt them to brag about or to exaggerate their individual good records. Under no circumstances should public reports be called for. Perhaps the best method is to have the boys submit privately to the Scoutmaster, or place in a box on entering the meeting, written reports of the good turns done during the week, signed only by the name of their patrol.

If patrol point competitions are continued too long, the patrols which fall behind are apt to feel themselves hopelessly outdistanced and become discouraged. The interest in such competitions should be kept up by finishing one and starting a new one. When the new one begins, more or less of a rearrangement of the points and the order of the list will be desirable to give variety.

Trophy:

There should be some outward, visible trophy of achievement for the winners of the inter-patrol contest. Let it be something simple, like a leather skin stretched on a rustic wooden frame, with the names of the patrol and details of the competition burnt in, or even an old hand-decorated "bully beef can" presented by Uncle Dan Beard, the National Scout Commissioner. Scouts prefer something like this to a gold cup, which merely costs money. There is a great danger in silver cups and shields, for they may encourage the mere winning of a prize rather than the gaining of an honor for their side.

The winning patrol may be given the privilege of carrying the troop colors. When pride in one's own group becomes an ingrowing egotism and ceases to recognize the rights of others, then competition defeats its own end. In all inter-patrol contests the spirit of fair play must be constantly kept in the foreground. Winning must never become more important than the fun of playing the game. It should be a point of honor for the losers always to cheer the winners. The Scoutmaster can skilfully avoid the development of conceit and jealousy by so organizing his competitions that no one patrol has a monopoly of the glory, and each group has some worth-while achievement of which to be proud.

Devices for Inter-Patrol Contest Records:

1. *Climbing the Ladder:* Four ladders are painted at the end of the room, one representing each patrol, with a little pasteboard Scout at the rung of the ladder corresponding to the points gained in the inter-patrol contest. Each rung counts ten points. This is a constant source of interest not only to the Scouts, but also to visitors, and encourages keen work.

2. *The Canoe Race:* A similar idea, and perhaps better, is to have on the top of the wall a frieze painted like a river, with a tree, a boulder, a shrub, painted on the opposite side of the bank at regular intervals. Each landmark represents 10 points in the race, and each patrol is represented by a pasteboard canoe filled with scouts, responding to the number in the patrol, who are paddling towards the winning post. This has a very realistic effect, and has an advantage over the ladder idea in that it shows that every boy is helping towards his patrol's interest, rather than as an individual effort.

FINAL WORD

The success of the patrol idea depends much upon the careful leadership of the Scoutmaster, for through all these efforts the Scoutmaster stands as wise guide, counsellor, advisor and friend. It is well to realize from the start that the patrol method, although a "short cut" to the development of leadership, is by no means the "easiest way." It will mean just as much hard work as your troop on other lines, and infinitely more patience. Results will not be so spectacular, and they will take far longer to achieve, but when they do so, they will be deeper and more lasting.

Disappointment and discouragement are bound to come; but if you mean to prove yourself to be the man you are, just stick to it, for enthusiasm will return, enriched by experience. You will often ask yourself: Is it worth while? You, a scoutmaster, with your friendly, careful guidance day by day, are training patrol leaders. If every Scout in the movement today becomes a leader and organizes an average of ten boys each, America will soon have five million scouts in training. They, in turn, will be leaders of boys, and later leaders of men—the men of tomorrow, the nation of the future.

Besides making leaders of men, however, nothing helps more than the patrol method in developing that indefinable something which we call the SCOUT SPIRIT; that spirit of "right thinking and right doing"; that spirit of fair play which sees the other fellow's point of view; that spirit of reverence, loyalty and brotherhood that can make this world a better place to live in.

It is worth while, Mr. Scoutmaster!

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